

Childminder report

Inspection date: 18 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home. The childminder is warm, friendly and welcoming towards them. She is aware of the impact that the COVID-19 pandemic has had on children's development and offers them lots of comfort and reassurance when they become shy of new people. This helps children to build their confidence so that they feel safe and secure in the childminder's home.

The childminder has a sound understanding of every child's interest and stage of development. She uses this to provide children with a range of interesting and challenging activities to keep them busy during their day. Children are eager to join in with some of the activities on offer. For example, they thoroughly enjoy playing in water in the childminder's garden. Children practise their coordination and physical skills by using different tools to carefully transport water between trays. They work together and problem-solve how to make water flow down a track by turning different functions. Older children develop their small-hand muscles when using a magnetic rod to catch fish. They persevere in trying to connect the magnets together.

The childminder has high expectations for children's independence. She encourages children to put on their own shoes and have a go at changing their own clothes. This helps children to learn some skills in readiness for the next stage in their learning.

What does the early years setting do well and what does it need to do better?

- The childminder implements a unique curriculum that gives children a breadth of learning opportunities. She is passionate about providing children with experiences in the community, to build on their social development and understanding of the world they live in. Children enjoy frequent outings, such as to nature reserves or local shops to buy fruit to eat.
- The childminder identifies what each child needs to learn next and plans activities to help them achieve this. Older children are supported to categorise and count different-coloured objects to promote their mathematical development. However, sometimes, the planning of activities is not differentiated enough to capture the needs of the younger children. Although they are happy and motivated, they are not consistently engaged in their learning in order to make the best possible progress.
- The childminder has a variety of pets in the family home which expands on children's experiences. She teaches children about their habitats and how to care for animals. Consequently, children gain an understanding about the natural world.
- The childminder recognises that a busy environment can overstimulate some

children. Therefore, she provides children with a smaller choice of activities at any one time to minimise this. However, children cannot always see the wide range of resources the childminder has to offer in order to make choices about what they want to play with. The childminder does not always recognise when to change resources to keep children consistently motivated to learn.

- The childminder has established excellent partnerships with parents. She exchanges information frequently with them about their child's learning and takes account of parent's ideas in her activity planning. The childminder shares ideas about how they can support their learning at home and creates resources to help them do this.
- Children receive extremely good support for their communication and language skills. The childminder continually talks to children. When talking about why it is important to eat a balanced diet, the childminder takes the time to explain to children what the word 'balanced' means. This helps all children, including those who have English as an additional language, become clear and fluent communicators.
- The childminder gives children consistent messages about her expectations for their behaviour, which promotes their personal, social, and emotional development. She explains to children when behaviours may be dangerous, so that they understand how to keep themselves and others safe.
- The childminder is a reflective individual. She uses self-evaluation well, to identify how to further improve the quality of provision she provides. The childminder accesses regular training and professional development opportunities, which helps to consistently raise the quality of her work.
- The childminder supports children to lead a healthy lifestyle. She provides a clean environment and encourages children to wash their hands frequently. The childminder talks to children during mealtimes about the importance of making healthy choices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular training to keep her knowledge of safeguarding issues up to date. She is alert to signs that could indicate that a child is at risk of abuse or harm. The childminder knows how to refer any child protection concerns to the correct agencies to keep children safe. She understands the procedures to follow if an allegation is made against her or another adult, including who to report this to. The childminder uses risk assessment well, to provide children with a safe learning environment. She closely supervises children in her care, to help ensure their safety.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- extend the opportunities for children to make choices about their play and learning so that they are consistently engaged and motivated to learn
- review the planning of activities to enhance teaching opportunities for younger children and stretch their learning even further.

Setting details

Unique reference number	2545999
Local authority	Sandwell
Inspection number	10229898
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Rowley Regis, Sandwell. The childminder operates all year round, except for family and bank holidays. Sessions on Monday, Tuesday, Thursday and Friday are from 7am until 6pm and on Wednesday from 7am until 9am and 3pm until 6pm. The childminder provides early education funding for three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- This was the first routine inspection the provider received since the COVID- 19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The childminder and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector took account of parent's views of the setting.
- The inspector observed the quality of teaching and interactions indoors and outdoors to assess the impact of this on children's learning.
- The inspector held discussions with the childminder at appropriate times and looked at relevant documentation and evidence of suitability.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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