

Childminder report

Inspection date: 26 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

The children at this setting are very happy and polite. The childminder prepares stimulating, age-appropriate activities and learning opportunities. She has made effective changes to the provision since her last inspection.

The children investigate the inviting environment which the childminder plans deliberately around the children's interests. Children manipulate home-made play dough with their fingers to strengthen their fine-motor skills while the childminder sings songs to keep them interested and engaged. They roll the dough to make circles which represent people's heads, then talk about feelings. For example, children say, 'He is sad,' and the childminder responds by asking, 'Oh no, why are they sad?' The children are learning the importance of understanding their emotions, which encourages their self-regulation.

The children use their concentration to fill and empty jugs of water. They smile and laugh when the water splashes the childminder, who responds cheerfully while joining in. The children use paintbrushes and different-coloured paint to create shapes. The childminder asks them what happens when they mix two colours together. Children experiment, using their senses when they squeeze lemons to make lemonade. They learn that lemons are sour. The childminder gives children mint leaves to add to their mixture, which enhances their experiences.

The children are independent when they wash their hands before snack and take their own shoes off. They enjoy helping the childminder to tidy up after mealtimes and express pride in their achievements by jumping up and down.

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

- The childminder has made significant improvements to her provision which are becoming well embedded. She ensures the activities she provides for children are rich in learning opportunities which cover all areas of learning. Children are making good progress and demonstrate their excitement for the activities provided.
- The childminder has updated her recruitment and induction procedures to ensure that her assistants are fully qualified, suitable and have up-to-date safeguarding training.
- Children exhibit good behaviour when they share resources with their friends and follow the rules that the childminder has implemented. The childminder regularly reminds children how to behave, using positive phrases such as, 'We use kind hands,' and, 'We use our inside voices.' This is a reflection of the robust behaviour management policy that the childminder designed after her last inspection.

- The childminder has provided a strong routine that children follow and benefit from. The children show how secure they are when they use sweeping brushes to help tidy up after mealtimes. They understand when it is time to go indoors after outdoor play and when they have to wash their hands before mealtimes. Children are confident and display their self-awareness.
- The childminder has built successful partnerships with parents. She helps parents feel comfortable and reassured, when leaving their child with her, through effective settling-in sessions. The childminder collects important information from the parents about the children, to ensure she knows the child's likes and dislikes prior to them joining her setting. The childminder keeps parents updated about their child's learning and development, which gives them reassurance.
- The childminder regularly gives children new experiences outside of the setting. The children visit local parks, bowling centres and beaches, where they experience a varied range of learning opportunities. The childminder recognises the importance of giving children new experiences such as travelling on a bus or train. Children are learning skills which will help them in their future endeavours.
- Children celebrate different cultures and diversity. They use dressing-up clothes to experience how other people celebrate festivals and learn about different skin tones, broadening their knowledge of diversity. Children are being prepared for the wider community.
- The childminder attends training to enhance the learning opportunities for children. For example, she has attended 'Talking Tots', 'Am I terrible twos?' and special educational needs and/or disabilities training. The children benefit from this training when the childminder uses strategies she has learned, such as using sign language while she communicates with younger children. While the childminder has raised the standard of her practice to a good level, further professional development is required to build on her knowledge and skills to raise the standard of practice further and fully embed the changes she has made since the last inspection.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding policy using new knowledge learned from her recent safeguarding training. She passes this useful information on to her assistant to ensure that children are receiving the best possible care, which promotes their safety and well-being. The childminder's assistant has good knowledge on safeguarding procedures and knows how to contact other professionals should a concern arise. The childminder's assistant has completed a thorough induction which covers topics on child protection, safeguarding and children's learning and development. The childminder carries out thorough daily risk assessment to help protect children from having injuries and accidents.

What does the setting need to do to improve?

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

- build on the programme of professional development to help raise the standard of practice even further and fully embed recent changes to the provision.

Setting details

Unique reference number	2606168
Local authority	Sandwell
Inspection number	10237997
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	12
Number of children on roll	11
Date of previous inspection	28 March 2022

Information about this early years setting

The childminder registered in 2020. She operates all year round from 8am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with one assistant. She provides funded early education for two-, three- and four-year-old children. The childminder and her assistant hold appropriate childcare qualifications at level 3.

Information about this inspection

Inspector
Nancy Hitchcock

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder discussed the changes she has made since her last inspection and the inspector looked at the impact these changes had on the provision provided for children.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector viewed relevant documentation to check the suitability of adults living and working on the premises.
- The inspector held a discussion with the childminder's assistant, specifically in relation to safeguarding.
- The inspector observed the childminder interacting with the children and looked at the impact of these interactions on the children.
- The inspector read parents' views and considered these in her evaluation.

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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