

Childminder report

Inspection date:

8 September 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the setting. They spend time playing, exploring and having fun in a learning environment where they make many choices about what they play with. Children feel safe and secure and have warm relationships with the childminder and her assistant. They seek out the adults for play, comfort, and confidently make their wishes and feelings known. Children initiate and join in enthusiastically with singing and action rhymes. They have the confidence to sing into a microphone. Children respond positively to the joyful singing of adults. For example, children develop a sense of responsibility and a lively tidy-up song prompts children to put items back where they belong.

Children delight in sharing stories with the adults. They select books from the shelf and settle themselves comfortably to listen to stories. Children develop a love of books and carefully turn the pages. They identify their favourite books which they want to share again and again. Children joyfully join in with storytelling and the childminder skilfully encourages them to participate and to have fun with the words and pictures. For example, children love to make the 'shhhh!' sound associated with their favourite book.

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

- The childminder develops a purposeful curriculum. She has high expectations of the children and is committed to ensuring children reach their potential. The childminder and her assistant observe children's preferences and motivations, and use these effectively to plan for their learning. Children's individual needs are at the centre of the curriculum and the routine of the day. As a result of this careful consideration given to planning, children make strong progress across the three prime areas of learning.
- Children benefit from time spent outdoors. The childminder ensures that children have daily opportunities to play in the garden and explore the natural world. Children develop their physical skills, strength and stamina. They carefully climb on and off equipment and use wheeled toys. Adults model and teach children to climb safely up the steps of the slide and then travel down. Children receive praise, and their efforts and achievements are celebrated with high fives. The childminder shares these successes promptly with parents.
- Although children's communication and language skills are frequently supported with positive interactions and singing, on occasions, the childminder does not effectively build on children's vocabulary in the moment. As a result of this, children do not always develop their understanding of the accurate words for items they are playing with, or for the vocabulary to describe their actions.
- The childminder and her assistant develop warm and nurturing relationships with the children and offer close physical comfort, when necessary, which positively

impacts children's feelings of emotional well-being. Children develop close friendships. They learn to take turns and happily share the toys, and equipment.

- Children generally behave well and respond positively to the childminder and her assistant. However, on occasions, adults do not clearly communicate their expectations. For example, at lunchtime there is some inconsistency when encouraging children to eat their healthy items from their lunch box first. As a result of this, the childminder does not fully promote healthy eating habits and children receive mixed messages which can cause confusion.
- The childminder leads and supports her assistant effectively. She provides her with training opportunities to further develop her skills and knowledge. As a result of this support, the assistant is a competent and confident practitioner contributing a great deal to the success of the provision. The childminder circulates questionnaires regularly to capture feedback from parents, which she uses to reflect on her service.
- Parents are pleased with the service on offer to their children. They comment on the warm relationships between the adults and children and the opportunities for social interaction which supports their children's confidence and communication skills. They appreciate the photos that are shared of their children and the detailed verbal feedback they receive about their child's day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good working knowledge of how to keep children safe. They work closely to ensure their environment is safe for children and they carry out thorough risk assessments. They understand the signs and symptoms of abuse and also their responsibility to protect children from harm. The childminder attends training to further extend her knowledge of safeguarding including raising their awareness of the 'Prevent' duty and female genital mutilation. She provides her assistant with effective training to ensure that she understands her role and responsibilities to safeguard children. The childminder has clear systems in place that reflect the local safeguarding procedures should they need to record or report any concerns.

What does the setting need to do to improve?

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

- identify opportunities to further extend children's vocabulary, to enable them to make connections between words and actions, and more precisely develop their communication and language skills
- communicate expectations clearly and consistently at lunchtime to develop children's understanding of healthy eating more effectively and avoid mixed messages from adults.

Setting details

Unique reference number	EY474146
Local authority	Sandwell
Inspection number	10252675
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 12
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 2014 and lives in Sandwell, West Bromwich. Her provision operates all year round, from 7am until 7pm, Monday to Friday, except for bank holidays and family holidays. She also provides funded early education for two-, three- and four-year-old children. She works with an assistant, who holds a childcare qualification at level 3.

Information about this inspection

Inspector
Lisa Gadsby

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their EYFS curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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