

# Childminder report

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Inspection date:

14 September 2022

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**Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children arrive happily and are eager to explore the childminder's home. They greet the childminder from whom they receive a warm welcome. As a result, children settle quickly into their play. The childminder provides a nurturing and homely environment for the children to explore. The childminder has an organised routine, which supports the children to understand what happens next. Children have positive attitudes to their learning. The childminder ensures that she provides children with a range of learning experiences each day.

The childminder engages with the children throughout the day and supports the children's interest and love for animals. Children listen to an animal story read by the childminder. They excitedly respond to the story about zoo animals as the childminder encourages the children to make animal sounds. Children are keen to respond to the childminder's questions. They 'roar' loudly, imitating the sound of a lion. They jump around together to imitate the movement of a frog. The childminder understands how to balance the children's learning with visits and outings, incorporating this with time at home. As a result, children develop a wider understanding of the community. The childminder ensures that the outdoor areas are appropriately resourced for children to explore.

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

- The childminder has a good understanding of child development. She understands and knows the children's needs well. The childminder plans the curriculum to support children to make progress in their learning. She identifies where children need to develop and extends their learning accordingly. The childminder skilfully plans appropriate activities into the children's daily routine.
- The childminder uses purposeful language throughout the day and talks to the children. She helps to develop and extend children's communication skills through a range of activities during the day. However, at times, the childminder does not allow children time to think and respond to the questions she asks, to enable children to rapidly progress in their language development.
- The childminder takes children on regular visits and outings. For example, children visit the park, playgroups, farm, museums, soft play and the botanical gardens. Children learn to understand differences in the wider world.
- The childminder has reviewed the effectiveness of managing the pandemic and has adjusted her practice to ensure the safety of children and adults is effective. As a result, children continue with regular handwashing and use antibacterial gels to maintain good hygiene.
- Children count spontaneously using a number poster. The childminder skilfully encourages children as they count from one to ten. Children cheer when they finish counting, and the childminder gives them praise. As a result, children gain

valuable skills to prepare them for school.

- The childminder is committed to her professional development. She works hard to identify her training needs and undertakes training as required.
- Children are calm and behave well. They understand clear boundaries set. Children have daily opportunities to enhance their physical development and well-being. Children confidently use balance beams without support. They engage with each other and use large paint brushes to paint water pictures around the garden. As a consequence, children build up their physical coordination.
- Children demonstrate a good understanding of how to keep themselves healthy. The childminder promotes good health and hygiene routines. Children are provided with home-cooked healthy meals and snacks. Children particularly enjoy eating bananas and oranges, and they excitedly show the childminder when they have finished their snacks.
- Children demonstrate good independence skills. They are encouraged to put shoes on and feed themselves. For example, children use spoons to eat yoghurts without support from the childminder. Children wash hands regularly throughout the day. For instance, before meals, after time outside and after nappy-change routines.
- Parent partnerships are strong. Parents speak fondly of the childminder and her fun approach to children's learning. She communicates effectively with parents about children's learning, development, or any concerns. The childminder discusses with parents how they can support their children's learning at home. Parents talk about how they receive regular photographs of their child's learning experiences. The childminder has established good partnerships with staff at the local school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding. She has knowledge of signs and symptoms of abuse. The childminder knows how to contact relevant agencies within the local area to seek advice or to make referrals. She knows the process of reporting wider issues, such as radicalisation and extremist behaviour. The childminder knows what to do in a range of scenarios. She has safeguarding policies and procedures in place, which she uses to reinforce her practice and knowledge. The childminder supervises children well. She regularly risk assesses her home and equipment. For example, the childminder will check the garden to ensure that it is safe to play and explore.

## What does the setting need to do to improve?

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

- enhance teaching to maximise opportunities to build on children's early language and communication to participate in sharing their thoughts and ideas.

## Setting details

<b>Unique reference number</b>	EY560633
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10212874
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	8 October 2021

## Information about this early years setting

The childminder registered in 2018 and lives in Rowley Regis, Sandwell. She operates all year round, from 7.30am to 5.30pm, on Monday to Friday, except for bank holidays and family holidays. She offers funded places for three- and four-year-old children. The childminder offers care before and after school, term time only.

## Information about this inspection

### Inspector

Maryanne Hepburn-Bean

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the childminder who explained how the areas of her home are used for childminding.
- The inspector took account of parents' views during the inspection.
- The inspector held discussions with the childminder about the quality of education and the activities she provides to meet children's needs.
- 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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