

# Childminder report

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Inspection date: 27 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 well motivated to play and learn. They confidently explore the stimulating learning environments that the childminder creates. They take inspiration from the quality resources to explore their imaginative ideas, such as pretending to go on holiday and repairing vehicles. Children know which resources they will need and explain why they need them. For example, they collect equipment to take on an imaginary train ride to the seaside, including sun cream and a picnic. Children clearly articulate their good ideas and develop a quickly expanding vocabulary.

Children have formed close bonds with the childminder and thoroughly enjoy involving her in their play. They are happy and safe in her care. Children develop good social skills and interact well with adults and other children. They happily develop storylines in their play and learn to cooperate. Children behave well and understand about the childminder's high expectations of them. They quickly respond to the childminder's timely and sensitive interventions, and modify their behaviour.

Children develop a love of books and the childminder skilfully weaves their favourite stories into their play. Children concentrate as they use construction equipment to build houses like those of the three little pigs. They explore different movements as they travel around the garden on a pretend bear hunt.

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

- Overall, the childminder makes effective use of observations and assessment to plan for children's learning. This includes collaborating with parents to complete children's progress checks at the age of two years. Children make good progress and are well prepared for their move to school. However, the childminder does not precisely identify the sequence of knowledge and skills that children need to gain to enable her to plan fully challenging learning aims for each child.
- The childminder reflects well on her practice and identifies areas for development. She is currently exploring even further ways to communicate with parents. She is committed to continuing her professional development and completes regular training. Recent training helped her to reflect and adapt her assessment systems.
- The childminder works well in partnership with parents. Parents appreciate the two-way flow of communication with the childminder. They say how she was very supportive of them with regards to their changing situations during the COVID-19 pandemic. She provided them with helpful guidance to support children's continued learning when they were unable to attend.
- The childminder skilfully supports children's communication and language

development. For example, she uses her knowledge about children's home lives and events in their lives to engage them in conversation and encourage them to recall their experiences. Children confidently discuss what it was like at the doctors when they had an injection and how they felt when they had chicken pox. The childminder understands the importance of supporting good listening skills. For example, she draws children's attention to the sounds that apples and bananas make when they eat them. Children notice that an apple crunches, but a banana does not.

- Children develop good levels of independence. They eagerly help to prepare snack and know how to safely use a knife to chop fruit. They learn to manage their personal care routines well. Children roll up their own sleeves in readiness for washing their hands and move the step to the sink so they can easily reach. They quickly put on their coats and are proud when they independently complete a task. Children develop a sense of responsibility and help with tidying up.
- The childminder provides children with good opportunities to explore and make new discoveries. Children discover that shaving foam helps sponges to stick together so they can stack them. They develop good reasoning skills and explain how the tower collapsed when they put a rock on the top, because it was heavier than the sponges.
- The childminder ensures that children's health is prioritised and takes effective steps to help minimise the spread of germs. She teaches children about good hygiene routines, and children remind their friends to wash their hands. Children enjoy the nutritious food that the childminder provides them with.
- Children benefit from a good range of opportunities to build their physical strength in both their large- and small-muscle movements. They concentrate as they construct with nuts and bolts. They benefit from opportunities to swing, climb, push buggies and use ride-on toys. Children negotiate the space well and know when to stop or carefully travel down a small step.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder completes thorough risk assessments of her home and places they visit to ensure that children can play safely. She supervises children well. The childminder has a secure knowledge of safeguarding children and the processes to follow should she have concerns about a child. She is aware of potential signs and symptoms that may indicate that a child is at risk of harm. This includes concerns relating to extreme views and practices. The childminder maintains all the required documents relating to children's safety, such as for administering medication and recording accidents. She works closely with parents to ensure that she has up-to-date knowledge of children's health requirements. She maintains her paediatric first-aid certificate and knows how to respond in a medical emergency.

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

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

- break down the knowledge and skills that children need, to inform precise curriculum planning and offer them the highest level of challenge.

## Setting details

<b>Unique reference number</b>	EY459877
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10236107
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	24 November 2016

## Information about this early years setting

The childminder registered in 2013. She provides care from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder receives funded early education for three-year-old children. She holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Anne Dyoss

### Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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