

Childminder report

Inspection date:

30 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

Good

What is it like to attend this early years setting?

The provision is good

The atmosphere is continuously calm. This helps children to focus on the activities they enjoy. Children access a stimulating environment where they engage in new experiences, which maximise their learning and engagement. This positively contributes to their good behaviour and happiness.

The childminder's high expectations motivate children to learn, and they develop a can-do attitude; children show high levels of concentration as they carefully pick up a small toy with tweezers. They feel safe and confident to extend their learning and create their own challenges. For example, they select furniture from the doll's house, such as a small wardrobe, and try hard to place the small toy inside. Children are persistent and succeed through trial and error. They have choice for how and where they learn. For example, children enjoy exploring construction bricks under the table, together with their peers.

Children learn about feelings and emotions. For example, they use a mirror to mimic expressions which relate to how they feel. They develop good friendships as they look at their peers and copy their emotions. Children notice when their peers display a 'sad' expression, and they give reasons for why they might feel the way they do. This demonstrates care and understanding for others in the group.

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

- The childminder and assistants positively enhance children's experiences. For example, children love imaginative play, and they pretend to search for an invisible monster who has been hurt. The assistant engages enthusiastically to give children ideas to extend their imagination. She asks questions which encourages them to think and lead their play. This supports children to practise their communication and language skills as they discuss their ideas.
- The childminder and assistants are extremely interested in what children have to say. They encourage a two-way flow of conversation. For example, they use effective questioning to find out what children know and can do. This constant dialog with children helps to inform planning and build next steps for learning.
- The childminder uses observations and assessments to monitor children's learning and progress. However, she has not fully considered the benefits of working in partnerships with other settings to understand their intent for children's learning. As a result, she cannot fully ensure children are equipped with the knowledge and skills they need to succeed at the next stage of their learning. This further impacts children who also attend other provisions.
- Children benefit from clear introductions. For example, the childminder discusses with children her intention for learning, and she models how activities work. This gives children confidence and self-assurance. The childminder and assistants

know all children well, including those children who speak English as an additional language, and they differentiate activities to support children's vast abilities. However, they do not always ensure children receive support during routine activities, such as mealtimes. For example, not all children are shown how to use cutlery. This hinders development of their self-help skills.

- The childminder places a strong emphasis on healthy lifestyles, and therefore ensures children benefit from exercise as part of their daily routine. For example, children take part in activities which encourage them to stretch and move their whole body. They learn to copy a sequence of movements, which promotes their physical development.
- Parent partnership is good. The childminder works collaboratively with parents to find out about children's routines at home, and together they review children's starting points for learning. This helps children to settle well. Parents receive information and activities to enhance children's learning at home. For example, the childminder creates simple challenges tailored to children's individual next steps. This enhances outcomes for learning.
- Assistants benefit from regular peer observations and supervision meetings to support their practice and drive improvements. When assistants need additional support, the childminder acts sensitively. For example, she attends training alongside them to create opportunities to discuss learning. Together they construct next steps for professional development. This positively enhances the assistants' well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistants have strong knowledge of child protection and safeguarding issues, including female genital mutilation, county lines and witchcraft. They identify different types of abuse and key indicators for concern and understand the correct procedures to follow should they have concerns about a child's welfare. This includes the use of early help assessments to quickly identify and support children's needs. The childminder and assistants are confident to initiate whistle-blowing procedures, should they develop concerns for one another's conduct. As part of their ongoing professional development, they quiz each other to ensure they fully understand their roles and responsibilities to keep the children safe.

What does the setting need to do to improve?

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

- support children during routine activities to develop their independence and promote their self-help skills
- build stronger relationships with other settings/schools that children attend, to

further understand what children are learning and reflect this in planning.

Setting details

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| Unique reference number | EY299317 |
| Local authority | Sandwell |
| Inspection number | 10234891 |
| 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 12 |
| Total number of places | 18 |
| Number of children on roll | 22 |
| Date of previous inspection | 25 November 2016 |

Information about this early years setting

The childminder was registered in 2005 and lives in the Yew Tree area of Walsall. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with three assistants.

Information about this inspection

Inspector

Mikaela Stallard

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 setting.
- The childminder and the inspector completed a learning walk.
- The inspector carried out a joint observation with the childminder on an assistant.
- The inspector held discussions with the childminder, assistant and children at appropriate times during the inspection. The views of parents were considered by the inspector.
- The inspector observed the interactions between assistants, childminder and children.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household and children's registers.

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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