

Childminder report

Inspection date: 12 October 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 welcomed warmly into the childminder's home. The childminder talks to the children about what they are doing and what they notice happening around them. This helps children to develop their understanding of the world around them. For example, when children point to some steam outside the window, the childminder explains what it is.

Children have the freedom to explore the environment safely. They make their own choices about what they will play with. Children's learning is mostly supported and encouraged in line with their interests and stages of development. For example, children playing with the farm animals are praised when they identify the different animals by name and the sounds they make. Younger children are just beginning to pull themselves up to stand, and there is suitable equipment for them to do this safely.

Children behave well. The childminder has clear, consistent boundaries, and the children understand these. For example, children are reminded to 'be gentle' when playing near younger children. Children are beginning to understand the concept of sharing and taking turns, such as when looking at a book together. This supports children's social and emotional development and helps them to feel safe.

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

- Since the last inspection, the childminder has improved the way she gathers evidence from parents before children start with her. For example, parents complete a sheet about children's interests and what they can already do. The childminder uses this information to plan for learning experiences that will enable children to make progress from these starting points.
- The childminder has made changes to her curriculum so that children can develop their early mathematical understanding. For example, children are encouraged to spot shapes in the environment. They sing counting songs, such as 'Five Little Ducks', and hold up the correct number of fingers to represent a number. They can say how many are left. The childminder supports children's understanding of number and shape well. However, opportunities to extend and challenge children further, such as learning about new concepts, are sometimes missed.
- Children are supported to wash and dry their own hands after nappy changes and before eating. For example, babies are given soapy water, and the childminder helps them to rub their hands together. Older children use a step to reach the soap and water. The childminder explains that this 'gets rid of the germs.' Children learn from a very early age that good hygiene is important, and the childminder promotes their health and well-being.

- The childminder plans for learning experiences based on children's individual interests, identified needs and stages of development. For example, she provides a messy-play activity to encourage children to explore different textures using all five senses. This engages children and encourages them to have a go and try new things.
- The childminder models language well, and children learn some of the vocabulary related to the activities they are doing. However, opportunities to enrich or extend children's vocabulary are sometimes missed. Children enjoy sharing stories and singing songs with the childminder. However, there are not enough opportunities for babies to develop their early communication and language.
- Children learn about different faiths, cultures, celebrations and festivals, such as Christmas and Diwali, using a range of books and craft activities. They also learn about similarities and differences in abilities. The childminder provides varied opportunities for children to socialise and develop their awareness of the community. Children enjoy trips to local places of interest to help enrich their understanding of the world.
- Children benefit from access to the childminder's large garden. They have opportunities to develop their gross motor skills, such as riding the vehicles and using the slide. They also learn about growth and change by observing the plants and trees.
- Parents have nothing but praise for the childminder. They say that she is a 'trustworthy, safe pair of hands' and credit the childminder for shaping their children 'into the wonderful people they are.'

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is a high priority. The premises are safe and secure. The childminder carries out regular risk assessments and safety checks to ensure the premises remain suitable. This includes suitability checks for those living on the premises. The childminder holds a current paediatric first-aid certificate. The childminder has attended recent safeguarding training. She is aware of possible indicators of abuse. The childminder has a good understanding of her responsibility in protecting children from possible harm and knows what to do if she is concerned about a child's safety. This includes who to contact at a local level.

What does the setting need to do to improve?

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

- offer more opportunities for children to develop their understanding of early mathematical concepts
- enhance experiences to support children's developing vocabulary and

understanding of language and babies' early attempts at speech.

Setting details

Unique reference number	EY475118
Local authority	Sandwell
Inspection number	10236337
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 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	12 January 2017

Information about this early years setting

The childminder registered in 2014 and lives in Warley, West Midlands. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Sarah Dukes

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has 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.

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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