

# Childminder report

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Inspection date: 7 October 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

The childminder creates a relaxed and homely environment for children. Resources are age-appropriate and support children's learning and development. Children are in a good routine and are eager to help the childminder to tidy up their resources. They independently climb the stairs to use the bathroom and are reminded about how to stay safe as the childminder says 'one at a time'. Children are building their self-awareness as they express their likes and dislikes. For example, the childminder encourages children to choose their own resources and children shout out, 'I love trains!' They develop their self-esteem as they stick their pictures up on display.

Children practise their physical skills to build a tower out of large blocks. They smile at the childminder and say 'wow' as they demonstrate how proud they are of their achievement. The childminder asks appropriate questions to help children think and build on their mathematical language as they respond. Children are polite and say 'please' and 'thank you' as the childminder passes more blocks to them. Children's vocabulary is increased as the childminder introduces new words into their play, such as 'broomstick'. Children enjoy listening to stories. They pretend to smell flowers in a book and make links to the autumn leaves they saw during their walk.

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

- The childminder implements a curriculum that supports children's development. She uses their interests as a starting point to plan learning opportunities. For example, children are excited as they notice fire engines during their outing. The childminder provides children with opportunities which support their development of understanding about people who help us and occupations.
- Children are given learning experiences outside of the setting, as the childminder takes them to the library, supermarket and park. They develop their understanding of the world as they travel on the bus and walk to the canal. Children's knowledge of wildlife is enhanced as they talk about squirrels and birds. They develop their knowledge about staying healthy as they identify vegetables and fruit at the shop. Children's reading is well supported as they look at the print on signs and adverts to identify letters and words.
- Parents are happy with the progress their children make. They comment about how their children learn manners and values. This helps to reassure them their children are learning skills that will help them in the future. Parents are pleased with the healthy food options and comment about their children's growing independence and understanding of routines. They enjoy listening to their children talk excitedly about their day when they get home. Partnerships are strengthened as the childminder shares photos and developmental updates with parents.

- The childminder understands the importance of maintaining links with local schools and settings. She gives important information to children's teachers, such as children's strengths and next steps. The childminder uses information shared between other professionals to extend children's knowledge. For example, she implements phonics sessions that are in line with the local school's curriculum. This supports the continuity of children's development.
- The childminder teaches older children about different cultures, religions and beliefs. They taste traditional food from various countries and read books about skin tones and disabilities. Their understanding of differences within society is being supported. However, the childminder does not offer as many learning opportunities about culture and diversity for younger children.
- Children are making good progress. The childminder can identify children's achievements since they joined her setting. However, children are not given enough opportunities to extend their knowledge and enhance their understanding to the highest possible level. For example, while children play and learn, they do not receive consistent information from the childminder to help them develop their knowledge even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify signs and symptoms of abuse and is knowledgeable about safeguarding procedures, such as keeping records. She uses her experience and knowledge to identify the actions she needs to take in order to protect children from harm. For example, she knows which professionals to contact if she has a concern about a child's well-being or an adult's conduct. Children are taught how to keep themselves safe as they practise how to press the button and wait for the green light before crossing roads. During baking activities, they learn about food being hot and how to use a knife safely.

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

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

- enhance opportunities to help children increase their understanding and knowledge to the highest possible level
- provide opportunities for young children to learn about different cultures, religions and beliefs.

## Setting details

<b>Unique reference number</b>	EY463445
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10236196
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	1 November 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Oldbury, West Midlands. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Nancy Hitchcock

### Inspection activities

- This was the first routine inspection the childminder has 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 inspector observed activities and assessed the impact these have on the children.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The childminder showed the inspector relevant documentation and evidence of the suitability of adults on the premises.
- The inspector looked at written testimonials from parents and took account of their views.

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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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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