

Childminder report

Inspection date: 5 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder has created a warm and inviting environment for children. She has adapted her home to enable children to have a good experience while in her care. Children are happy and confident. Both the youngest and oldest children help to get ready for snack. They take turns and share with each other, which helps to support their personal, social and emotional development. The childminder has high expectations for children's behaviour. For example, she encourages children to help tidy up and put things back where they belong.

Children benefit from having access to a large play space with defined areas, such as a quiet area with comfy blankets and pillows. There are adequate resources available for children to choose from and explore, such as jigsaw puzzles and puppets. The youngest children enjoy looking at books. Children are engaged when the childminder talks, which helps to provide opportunities for their speech and language to be developed.

The childminder ensures that children have frequent opportunities to explore the area in which they live. They often go on woodland walks, which help to extend their knowledge of the world around them. Children enjoy walking, and they collect leaves and twigs to utilise in art activities. The outdoor area is sufficient. Children have access to bikes, scooters and a trampoline.

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

- The childminder has good intentions about what she wants children to learn next. She plans adult-led activities that are well resourced, for example, with additional books and tools. However, the childminder does not implement her planned activities as well as possible. There is scope for her to introduce more vocabulary and simple words to help the youngest children learn and understand more.
- The childminder takes on board the views of the children and follows their interests in the moment well. For example, when children hear and see a digger outside, the childminder utilises this interest and engages them in meaningful conversations. Children are excited and the childminder can use this interest and talk about what they can do next to engage them even further.
- The childminder ensures that children follow good hygiene routines, such as washing their hands before mealtimes and after toileting. Children have individual towels and flannels to support this. The childminder provides healthy snacks, which children enjoy. They talk about their favourite fruits, such as blueberries and strawberries.
- The childminder has a well-maintained outdoor space for children to access. There is equipment to promote physical development. There is a rabbit hutch,

and the children fondly talk about feeding and caring for the rabbits. This helps them to understand the importance of caring for each other.

- Children behave well. They are familiar with daily routines, such as hanging up their coats, and respond to instructions given. The youngest children help to tidy up, and the childminder praises them for their achievements.
- The childminder regularly visits the local library with the children. Recently, they have attended 'Diwali workshops' through their visits. This provides the children with experiences to explore the world in which they live.
- The childminder has strong bonds with children. Older children happily have trusting conversations with her, which helps to support their understanding of their own emotions and feelings.
- Parent partnerships are effective. Parents are happy with the service provided and trust the childminder to help and support them with things that are important to the family. For example, she incorporates requests from parents, such as teaching children about going to the dentist, into her curriculum. However, the childminder does not consistently share information with parents about children's learning, development and progress in the setting as effectively as possible to help promote the best continuity.
- The childminder supports her own professional development and accesses courses, such as safeguarding training. She gains additional knowledge and support through the local authority, which help to support overall positive outcomes for all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of signs and symptoms that indicate that a child may be at risk of harm, and they know where to go for external support and guidance. The environment is clean and tidy. The childminder has up-to-date knowledge and understanding of child protection and safeguarding procedures, and has recently accessed training, including in the 'Prevent' duty guidance. The premises are safe and secure. The childminder ensures that her first-aid qualification is kept up to date. The childminder encourages children to stay safe when on the school run and be aware of the world around them. For example, she teaches children to hold hands when crossing the road so that they stay together and look after one another.

What does the setting need to do to improve?

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

- review the curriculum and provide richer adult-led experiences that help and support young children to know more than they already do
- work even more closely with parents to share information about what children

are learning in the setting to further extend continuity between the setting and home.

Setting details

Unique reference number	EY482796
Local authority	Sandwell
Inspection number	10236528
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	2 to 5
Total number of places	5
Number of children on roll	2
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 2014 and lives in Smethwick. She operates her service during term time only from 8am to 5pm on Tuesday, Wednesday and Thursday. The childminder has a level 3 qualification.

Information about this inspection

Inspector

Emma Beard

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 childminder and has taken that into account in the evaluation of the setting.
- The inspector had a tour of the premises and held discussions with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities, discussed this with the childminder, and assessed the impact this has on children's learning.
- The inspector sought the views of parents and spoke to children at appropriate times.
- The inspector sampled key documentation for both the childminder and household members.

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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