

Childminder report

Inspection date:

18 November 2022

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

Children make good progress from their starting points, especially in their communication skills and personal development. They benefit highly from positive interactions that promote their outcomes. For example, the childminder is attentive, considerate and nurturing towards children. She makes a conscious effort to crouch down when speaking to children, to secure eye contact. This shows children respect and strengthens their communication skills.

Children are highly stimulated and engaged in their learning. They enjoy the frequent opportunities to explore the woodland area opposite the setting with the childminder. For example, they recall going on a walk through the woods to find 'dinosaurs.' Children further build on their knowledge indoors to increase curiosity. For example, they investigate a dinosaur poster to reflect on the characteristics of a 'Brachiosaurus'. This positively contributes towards children's positive behaviours as they show an active desire to continuously learn.

Children feel safe and secure to make choices within the environment. For instance, they set up their own creative activities and select which colours they would like to use, including options for different shades, such as light blue or dark blue. The childminder has high expectations of children. For example, she encourages them to squeeze their own paint bottles to promote their independence. Children spontaneously sing while they learn. This shows they are happy and content in the environment.

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

- Children thrive in their communication skills within a language-rich environment. For example, they look at family photographs that prompt conversations. Children say, 'It is me, mummy, daddy and a balloon.' This helps them to recap previous experiences, and they remember they were at a party. The childminder is constantly enhancing children's language, asking them questions that challenge their thinking. Parents comment on the progress children make in their speech and language. They say, 'Children learn new words every day.'
- The childminder seeks a wealth of information from parents when children first start. This helps her to understand children's achievements and to focus on what children need to learn next. She incorporates children's next steps into their play to promote their interests and engagement. This supports children to make strong progress and settle well.
- The curriculum intent positively promotes children's healthy lifestyles. For example, there are a wealth of opportunities for children to gain fresh air and exercise as part of the daily routine. Children enjoy collecting leaves and sticks and observing the local wildlife while they walk. They are introduced to new

words, such as 'magpie', and they are encouraged to splash in 'muddy puddles.' This supports children's positive well-being.

- Children are fully supported to practise good hygiene procedures. For example, they receive step-by-step guidance from the childminder to support independent handwashing techniques. This promotes children's understanding of why it is important to wash their hands. As a result, children advise the inspector to wash their hands after going on a woodland walk. This shows handwashing is embedded in the routine.
- Children are confident to follow instructions. For example, they listen well for cars and hold the childminder's hand as they look left and right before crossing the road. Children are extremely polite. They constantly thank the childminder when she assists their needs. This is one example that demonstrates good behaviours.
- Mathematics weaves through the curriculum because the childminder is constantly challenging children's mathematical thinking. For example, children take their time to count the 'frantically swimming ducks' on the canal. They are encouraged to point to each duck to ensure they are all accounted for. Furthermore, children enjoy creating pretend binoculars with their hands as they look for 'mummy deer' and 'daddy deer'. The childminder encourages children to use their knowledge and understanding of size to differentiate which deer is 'mummy' and which one is 'daddy.'
- The childminder has conducted some research to strengthen her knowledge of safeguarding and special educational needs and/or disabilities, and she invites the local authority coordinators into the setting to observe her practice. However, the childminder has not fully considered how to enhance her ongoing professional development to ensure it continues to improve and benefit those children who currently attend the setting. This does not help children to reach their full potential.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about child protection and safeguarding issues, including female genital mutilation, radicalisation and extremism. She has a good understanding of different types of abuse and the key indicators for concern, and knows the correct procedures to follow should she have concerns about a child's welfare. The childminder is confident to reflect on safeguarding policies to increase her knowledge of the relevant agencies to contact should she need to whistle-blow. Children are supervised well, both indoors and outdoors. The childminder conducts risk assessments before any outing. Children learn about risks, such as the dangers of getting too close to water. This helps to keep children safe.

What does the setting need to do to improve?

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

- build on opportunities to enhance professional development and drive improvements to further benefit children's learning.

Setting details

Unique reference number	260859
Local authority	Walsall
Inspection number	10234466
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	16 March 2017

Information about this early years setting

The childminder registered in 2001. She lives in Brownhills, Walsall. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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 provider.
- The inspector viewed the premises and discussed safety and suitability.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The views of parents were considered by the inspector, through verbal discussions and emails.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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