

# Childminder report

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Inspection date: 12 December 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

Children are extremely happy. It is evident that they love attending the setting. For example, they spontaneously sing familiar Christmas songs while they engage in the activities they enjoy. Children write letters which demonstrate how much they value the childminder, and they proudly work together to show where they love to learn and play. This shows that children feel safe and secure.

Children's views are of utmost priority. For example, the childminder asks children for their permission to show the inspector their work. This demonstrates respectful relationships, where opinions are valued. Children have high-quality interactions with the childminder, who has high expectations for what children can do. For instance, house rules, such as not eating in the living room, are engrained. This positively promotes children's good behaviour.

Children receive a home-from-home experience. For example, children's photos are proudly displayed on the playroom wall and their individual heights are recorded at different stages of their lives. This introduces children to mathematical concepts, such as size, and they learn about growth. Additionally, children develop a strong sense of belonging as part of a group. When young children feel unwell, they benefit from sensitive interactions with the childminder. For instance, they receive a hug, and they sit together to engage in a story. This supports children's positive well-being.

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

- The childminder works partially from another registered childminder's home from which childcare is provided. The childminder has failed to inform Ofsted that she is working at the additional premises. This is a breach of statutory requirements. Despite this, there is no impact on children's health, safety or welfare or their learning and development.
- Partnership with parents is a strength. Strong, trusting and informative relationships are built with parents and other professionals, who report positively about the childminder's practice, especially her contributions during the COVID-19 pandemic. Parents refer to the childminder as 'just like family'. The headteacher at the local school reiterates what parents say, highlighting the importance of the service the childminder provides for the community.
- The childminder has a wealth of experience which has led her to promote a child-centred approach. This means that children's outcomes and well-being are the main focus when making decisions for the curriculum. For example, the childminder invests in books to help children with bereavement, new schools and bullying. This ensures that children's needs are supported when faced with difficulties and challenges.

- The childminder constantly asks children questions to challenge their thinking and encourage conversations. For example, when children talk about the North Pole, she listens with interest and encourages children to think about penguins and asks them how they walk. This helps the childminder to find out what children know. Additionally, children exercise their physical skills as they practise walking like a penguin.
- Children enjoy listening to stories. They thrive due to skilful interactions with the childminder during their play. However, sometimes, activities such as story times are interrupted. This does not help children to remain engaged in their learning and the activities they enjoy.
- The childminder demonstrates a clear intent for what she wants children to learn. She shows a secure knowledge of a sequenced and broad curriculum, to build on what children know and can do. For example, the childminder knows that she needs to focus on children's physical skills prior to them learning to toilet train. This helps children to acquire the skills they need to sit independently.
- The childminder considers children's interests when planning activities. For example, children enjoy information and communication technology at home. Therefore, the childminder includes old mobile phones in the learning environment for children to explore. This enhances children's opportunities during role-play activities.
- Children learn about road safety. For example, they hold the childminder's hand as they look left and right before crossing the road. The childminder acts as a lollipop lady to ensure that children cross safely. She encourages children to listen for cars and promotes an awareness of how quiet electric cars can be. This knowledge helps children to keep themselves safe.
- The childminder demonstrates how she measures children's happiness and progress effectively through frequent observations. She identifies the benefits of working alongside other childminders and the local authority coordinators to enhance her continuous professional development and, in turn, outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is extremely knowledgeable about child protection and safeguarding issues, including female genital mutilation, radicalisation and extremism. She has secure knowledge of different types of abuse and key indicators for concern. The childminder knows the correct procedures to follow should she have any concerns about a child's welfare, including the relevant agencies to contact should she need to whistle-blow. Children learn about various risks, such as the dangers of ice. Older children benefit from information leaflets which they can access anonymously to learn about sensitive subjects, such as bullying and health. This positively contributes towards children's understanding of how to keep themselves safe.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
improve knowledge and understanding of the requirements to notify Ofsted of any changes of address or additional premises where the childminder is operating from.	26/12/2022

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

- reflect on practice to minimise unnecessary interruptions during children's play and learning, to further maximise their levels of engagement.

## Setting details

Unique reference number	255502
Local authority	Walsall
Inspection number	10266650
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	4 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	4 December 2017

## Information about this early years setting

The childminder registered in 2001 and lives in Streetly, Sutton Coldfield. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3.

## 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder discussed her understanding of the early years foundation stage curriculum and the importance of sequenced learning.
- Children told the inspector about their friends and what they like to do when they are with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation of another registered childminder. They discussed how the curriculum was being implemented and the impact on children's learning.
- The inspector spoke to several parents and the headteacher at the local school and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector had a tour of the premises where the childminder is currently registered at.

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  
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