

Childminder report

Inspection date: 2 February 2023

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 clearly feel at home in the childminder's care. They separate from parents without fuss and quickly settle into their play. The childminder's warm, loving approach allows children to build secure relationships with her. Children enjoy cuddles with the childminder. They are praised often and spoken to with kindness and respect at all times. Children's confidence and self-esteem are well supported.

Songs, stories and rhymes are much used in this setting. The childminder uses these as teaching opportunities. For example, young children learn to name parts of the body as they join in with action rhymes. Children benefit from the wide range of books available to them. They choose books to share. Children sit happily with the childminder and each other to enjoy sharing stories. The childminder develops children's communication and language and extends their understanding through careful questioning, asking, 'How do you think he is feeling?' and 'Why is that?' Children further demonstrate their interest in early reading as they choose books to look at independently. They know how to handle books appropriately and with care.

The childminder has good relationships with parents. She keeps them well informed and works closely with them to ensure the children's individual needs are met. Parents say they are pleased with the level of care and the safe, happy environment the childminder offers.

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

- The childminder's curriculum is built around children's interests. She knows the children well and talks about what they know and can do. She identifies what children need to do next and plans activities to support this. However, in group activities, the childminder does not always challenge older children's thinking skills or fully consider the developmental stages of the youngest children. For example, older children are not always given enough opportunity to fully explain their understanding, and younger children need more time to develop control of their small-muscle skills when picking up objects. Activities are not always differentiated well enough, and children may move on to the next stage of learning before they are secure in what they already know and can do.
- The childminder uses allocated funding to pay for resources and activities to support learning. For example, older children benefit from playing games that support phonic awareness and early reading. This helps children to make accelerated progress and prepares them for the transition to school.
- Children learn to value and respect others. They learn about different cultures in a variety of ways. For example, children visit local shops to buy food for festivals and celebrations. They look in mirrors and make comparisons about their own

similarities and differences, such as eye and hair colour. Through activities and conversations, children learn that people are all unique. Children develop a sense of their own individuality and an understanding of the wider world.

- Children's developing independence is supported and encouraged. The childminder encourages them to complete small tasks for themselves. For example, children wash and dry their own hands. Older children go to the toilet independently. All children put on their own coats and shoes. When adult help is required, they demonstrate a can-do attitude. For example, they cooperate with adults and help them when putting on snow suits.
- Children benefit from a range of experiences to enhance their social and emotional development. They go on outings to visit the local park and woodland. They also attend local playgroups. They interact with a wider range of children and are confident in surroundings other than their own or the childminder's home. This helps children to develop their confidence and social skills.
- The childminder has many years' experience and constantly reflects on her practice. She keeps her knowledge up to date, has regular professional discussions with her co-childminder and networks with other childminders to share ideas. She has identified areas of her practice she would like to develop further and plans to contact the local authority advisor about further training for this.
- Partnership with parents is strong. The childminder knows the families very well. Parents are kept well informed of children's progress, and the childminder offers support and ideas with learning and development at home. For example, she supports parents with children's sleep routines or potty training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge and understands her responsibility to keep children safe. She understands the signs that may suggest a child is at risk of harm. The childminder has a good understanding of what to do if she is concerned about a child's welfare and how to report this. The childminder carries out regular risk assessments, including off the premises. Her home is secure, and children are well supervised at all times.

What does the setting need to do to improve?

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

- consider the developmental stages of all children, especially during group times, to ensure that all children are challenged at an appropriate level and make continued progress in their learning
- ensure that all children are secure in what they know and can do before moving them on to the next stage of learning.

Setting details

Unique reference number	254997
Local authority	Sandwell
Inspection number	10263770
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	0 to 9
Total number of places	8
Number of children on roll	10
Date of previous inspection	11 May 2017

Information about this early years setting

The childminder registered in 1994. She lives in Oldbury, West Midlands and works with her co-childminder. The childminder and her co-childminder operate together all year round, from 5.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk to discuss the childminder's intention for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' views about the childminder's setting.

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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