

Childminder report

Inspection date:

12 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder has made an effort to complete some training since her last inspection. However, what she has learned is not yet fully embedded into her practice. For example, she has completed training on managing behaviour, but she does not always give children a good enough understanding of boundaries. Some children frequently interrupt and demand attention. The childminder does not always teach them to wait and be respectful. This occasionally has a negative impact on the learning progress of the other children in her care.

Children share a close bond with the childminder. They approach her for cuddles and reassurance. This means they feel safe and happy in her care. Children are confident to interact and talk with unfamiliar adults. They are settled in their routines and know what to expect next. For example, at nappy changing time, children readily lie down on the mat without prompts. The childminder follows rigorous hygiene procedures to reduce the risk of cross-contamination.

Children enjoy mixing different colours with paint. They skilfully use different tools to make marks on the paper. This helps to strengthen their small hand muscles needed for future writing. The childminder adds different resources for the children to paint. This sparks the children's interest, and they engage for a long time. The children then show delight in washing all the painted items in a tub of bubbly water. This helps them to learn to look after the equipment they are using.

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

- Children generally show an eagerness to learn. They independently pick up books and ask the childminder to read them. The childminder follows children's interests and ideas, which helps children to engage for longer periods of time and deepen their knowledge. However, the childminder does not always fully consider the activities she is doing and how they relate to the individual children's next steps. This means the teaching is not sharply focused on closing the gaps in children's knowledge.
- Children play in a dedicated area of the childminder's house. Resources are plentiful and in good condition. The childminder carefully considers the safety of the environment and removes any hazards. However, the childminder lacks awareness of the impact of loud background noise on the learning environment. When singing nursery rhymes, children are distracted by other songs playing at the same time. This means children cannot fully listen to the words and language being spoken to them.
- The childminder is keen to improve her practice. She works closely with other local childminders to share ideas and advice. She plans to complete further training to continue to develop her professional knowledge. This will support

children to develop in their learning too.

- Hand hygiene practice is embedded into the routines of the day. Children independently wash their hands before and after eating. The childminder has worked hard with parents to improve the contents of children's lunches. This means children are not eating excess sugary treats. Children are gaining some knowledge about making healthy choices. However, the quality of the teaching lacks some depth and challenge. This means children do not always get a varied and deep understanding of what and why foods are healthy for them.
- Children are learning to share and take turns. They independently negotiate the sharing of toy cars and play nicely alongside each other. The childminder regularly praises their achievements. This builds children's self-confidence and willingness to keep trying at tasks.
- Parents speak well of the childminder. They are happy with the progress their children are making. They say the childminder is supportive and communicates well. Parents also say their children are always keen to attend the childminder's setting.
- Children take regular trips out into the local community. They visit the library, playgroups and walk in the woods. This helps children to develop their language, physical and social skills. The childminder thoroughly considers any risks they might encounter when on outings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe and how to promote their well-being. She knows what the signs and indicators of possible abuse are. The childminder understands the actions to follow if she has any concerns about children's welfare. She attends regular training to keep her knowledge current. The childminder makes effective use of risk assessments to identify and minimise hazards to children. For example, she has a comprehensive risk assessment in place when taking children on outings.

What does the setting need to do to improve?

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

- make sure any completed training is fully embedded into practice to improve the overall quality of teaching
- enhance the planning of activities so that they are precisely focused on helping children achieve their next steps
- fully consider how the set-up of the learning environment affects children's ability to be able to listen and learn well
- give children a good understanding of rules and boundaries so that they learn to wait and show respect towards other people.

Setting details

Unique reference number	EY487501
Local authority	Sandwell
Inspection number	10277387
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 January 2023

Information about this early years setting

The childminder registered in 2015 and lives in Smethwick, West Midlands. She operates from 8am to 5pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector
Katie Rudge

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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