

# Childminder report

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Inspection date: 7 June 2023

<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 thoroughly enjoy their time with this enthusiastic childminder. They form trusting relationships with the childminder and her family and are comfortable in the setting. Children are confident, happy and demonstrate enthusiasm, helping them to foster a positive attitude towards further learning.

Children freely explore the inviting environment. They choose what they would like to do next. This means children are doing things they have an interest in, which helps them to engage in their learning for a long time and deepen their knowledge. Children enjoy rolling and squeezing play dough. This helps to build the small hand muscles needed for their future writing. They carefully manipulate the dough and proudly show off the 'pizza' creations they have rolled out. They are learning to share and take turns as they use the play dough tools.

The childminder has high expectations for all children. She prompts manners and positively praises children when they are kind. Children are polite and show respect towards their peers and adults. Children are forming friendships. They fondly talk about children who also attend the setting when they see their pictures.

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

- The childminder gathers valuable information from parents about what the children already know and can do when they first start at the setting. The childminder combines this detail with her own observations to make robust assessments of children's starting points and plan effectively for the next stages in their learning. This supports children to make good progress given their starting points and develop the key skills they need in readiness for their future learning at school.
- The quality of teaching is good. The childminder uses every opportunity to teach and talk to children. The childminder evaluates the opportunities available, checking the impact these are having on the ongoing progress of children. This helps her to adapt the activities, carefully matching them to children's emerging needs and increasing the challenge. However, sometimes, when questioning children, the childminder does not give them the time they need to think things through. She sometimes answers the question herself or asks another question. This restricts children's communication skills and hinders their ideas.
- Children enjoy daily fresh air and outdoor play. They have lots of opportunities to practise their physical skills. There is lots of space for them to move freely and enjoy making big movements. This helps to build their large muscles and enjoy exercise, getting their heart rates up.
- Children regularly go out into the local community. They attend playgroups and visit parks and museums. They learn vital skills like road safety and rules about

how to behave when out and about. They have opportunities to mix with other children and adults and practise their social skills.

- Children follow good hygiene practices, and their growing independence is encouraged with handwashing. The childminder is a good role model. Children are becoming increasingly aware of the expectations for their conduct and respond well to consistent routines, gentle reminders and clear boundaries.
- The childminder prioritises her own professional development. She regularly engages with her local authority, a government-initiated mentor programme and attends training. This helps to improve her knowledge and the effective running of the setting and, consequently, helps to improve outcomes for children.
- The childminder works closely with parents. She regularly shares progress information with them. This helps to identify and close gaps in the children's development. The childminder sends home ideas for parents to continue learning at home. This supports children to consolidate their learning between home and the setting. She also invites parents to join them with activities. This helps to build the important relationship between the childminder and the children's families.
- Parents speak very highly of the childminder. They describe her as trustworthy, flexible, kind and fun. They appreciate the regular updates she shares throughout the day. They say she is attentive if children have accidents. She shares head bump information so that parents can effectively monitor their children at home for any complications. This helps to keep children safe and well.

## 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.

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

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

- give children enough time to think and respond to questions, so that they can develop their own ideas and practise their communication skills.

## Setting details

<b>Unique reference number</b>	EY494872
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10297072
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	23 April 2018

## Information about this early years setting

The childminder registered in 2015 and is located in West Bromwich. She operates all year round, from 8am to 3.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She receives funding to provide free early education to two-year-old children.

## Information about this inspection

### Inspector

Katie Rudge

### 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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