

Childminder report

Inspection date: 14 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled in the childminder's home. The childminder knows the children well and they share a close bond. Children often reach out for cuddles and reassurance from the childminder. Children are friendly and confidently interact with visitors. They are often highly engaged in play, using resources of their own choosing from the playroom. This supports children to have a good attitude towards learning and build positive habits for the future.

Young children delight in expressing their creativity as they make marks on large rolls of paper. They learn how to remove the lids off the paint sticks. This helps to build children's small-muscle skills in readiness for future writing. The childminder skilfully follows children's interests. She adds more resources and chats to the children as they play. The childminder praises and encourages a can-do attitude to learning. Children clap and proudly show off their achievements, which builds their confidence and self-esteem.

The childminder has high expectations for all children. Children listen and show respect towards her. They follow simple instructions. Children respond well to gentle reminders about the rules of the setting. This helps them to have a good understanding of how to behave and respect boundaries.

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

- Children make good progress in their learning from their starting points. The childminder has developed a broad and interesting curriculum that builds on what children already know and can do. She gathers valuable information from parents before children start at the setting. This helps her to accurately set starting points and individualised next steps. The childminder plans activities based on children's interests and gaps in their knowledge. However, occasionally, planned experiences, such as a walk to the river, do not have a clear learning objective. This means that learning opportunities are not always maximised.
- The quality of teaching is good. The childminder allows children the time they need to think and respond to her questions. This helps them to use their own ideas and practise speaking. However, sometimes, the childminder's questions do not encourage children to use deep critical-thinking skills. For example, she asks simple, closed questions. This does not always challenge children to the highest possible level.
- The childminder supports children's communication and language. They sing songs and practise nursery rhymes. Children excitedly reach for books. Young children manoeuvre themselves onto the childminder's lap as they eagerly await story time. The childminder speaks clearly and repeats phrases for children to

copy. This gives them the opportunity to practise new words and build their vocabulary.

- Children learn about healthy lifestyles. They have access to fresh drinking water and healthy snacks. Hand hygiene practice is embedded into the routines of the day. The childminder supports children to be independent as they use a step to reach the tap themselves. She is attentive to their needs and alters the routine if they need a rest. This supports children's emotional health and well-being.
- Children enjoy daily fresh air and outdoor play. The childminder regularly takes them on outings into the community. They walk to the nearby river, visit the local library and attend playgroups. This helps children to understand the world around them and practise their social skills. Young children build their stamina as they walk outside with purpose. The childminder ensures that they are safe as she holds their hands and gently reminds them how to behave on the pavement. These outings mean that children learn vital road safety skills.
- The childminder has a positive attitude to improving her own knowledge and skills. She prioritises her professional development by completing varied and valuable training. This supports the effective running of her setting, which helps to improve outcomes for children.
- The childminder has established positive partnerships with parents. She shares key information with them about children's progress and what they do throughout the day. Parents speak highly of the childminder. They say that children love attending the childminder's setting.
- The childminder works well with other providers. She has a good relationship with the local school. She shares information to help children transition smoothly on to school. Children are well prepared for this as the childminder talks to them about expectations and what their new experiences will be like.

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 of possible abuse are. The childminder understands the actions to follow if she has any concerns about children's welfare or if an allegation is made against an adult. She attends regular training to keep her knowledge current. The childminder makes effective use of risk assessments to identify and minimise hazards to children. She fully considers any risks she might encounter when on outings, 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 the already good teaching practice so that children are consistently challenged to the highest level

- strengthen the planning of experiences so that they have a clear learning objective to help maximise teaching opportunities.

Setting details

Unique reference number	2599625
Local authority	Sandwell
Inspection number	10248654
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	1 to 7
Total number of places	12
Number of children on roll	9
Date of previous inspection	30 June 2022

Information about this early years setting

The childminder registered in 2020 and lives in Sandwell. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She sometimes works with an assistant.

Information about this inspection

Inspector

Katie Rudge

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions 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.

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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