

Childminder report

Inspection date: 25 July 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

The childminder clearly knows the children well. Warm, trusting relationships are evident, and children show that they feel safe and secure in her care. For example, babies relax and snuggle in for cuddles when the childminder gives them their bottle.

Children play happily in the childminder's home. They make choices about their play from an array of high-quality resources. For example, some children enjoy exploring the sounds of different musical instruments, while others choose mark making. The childminder's large garden provides children with a wealth of learning opportunities and experiences. Children benefit from a wide range of equipment that supports their physical development as they climb and balance. The childminder grows fruits and vegetables, and the children relish the opportunity to pick and eat the strawberries they find in the garden.

The childminder is a positive role model and has high expectations for children's behaviour. She reminds children of these when they forget. For example, when minor disagreements over toys occur, children are gently reminded that they need to share. Children respond promptly to instructions, such as when asked to tidy up before having their snack. Children show care and consideration for others. For instance, older children ask younger ones if they need help. Consequently, children's behaviour is good and they develop their social skills.

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

- The childminder speaks with confidence about the children's capabilities. Her curriculum combines children's interests and a range of experiences and activities to support their learning and development. In the main, children make good progress. However, during adult-led activities, the childminder does not always adapt her teaching successfully to challenge or extend children's knowledge and understanding. For example, she does not always make effective use of questioning or provide enough opportunity for children to make predictions. This does not consistently maximise learning opportunities to help children achieve the best possible outcomes.
- The childminder has a good understanding of how to identify and support children who may need extra support. She understands how to work with external agencies to support children and secure the help they need. Children with special educational needs and/or disabilities are well supported to make progress in their learning.
- The childminder engages in dialogue with children throughout the day. She supports children who speak English as an additional language well. For instance, she uses visual timetables and objects of reference to support

children's language acquisition and understanding effectively. Children are reminded to use their words to communicate. The childminder models the use of simple sentences and words to reinforce correct pronunciation and support children's understanding. As a result, children communicate well.

- Children learn about other cultures, beliefs and significant festivals throughout the year, such as Diwali, Christmas and Eid. They visit local places of worship. The childminder further supports children's learning by providing a range of resources that represent a diverse society. Children benefit from attending regular playgroups with the childminder. This helps to support their social development and deepens their understanding of people and communities different from their own.
- The childminder supports children to be independent and develop important skills for the future. Children know to wash their hands after using the toilet and before they eat. The childminder encourages children to have responsibility for and ownership of routine tasks. For example, they butter their own toast at breakfast time.
- The childminder receives regular updates to ensure that her professional knowledge remains current. She shares good practice with others to improve outcomes for children.
- Partnership with parents is strong. Parents are complimentary about the childminder. They say that she regularly shares important information with them. Parents feel involved and supported. They say they are happy with the care and education the childminder offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed mandatory safeguarding training. She ensures that this is kept up to date. As a result, she is able identify signs and symptoms that may indicate a child is at risk. The childminder is confident about what to do if she has concerns about the welfare of a child. The childminder regularly risk assesses her environment and maintains vigilance to ensure children can play safely. She teaches children how to keep themselves safe in different situations. For example, she reminds them to keep still when a wasp is nearby. These measures help to ensure children's safety and well-being.

What does the setting need to do to improve?

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

- enhance opportunities for children to explore their own ideas and make predictions during adult-led activities, such as by adapting teaching to challenge and extend their learning to the highest level.

Setting details

Unique reference number	EY492315
Local authority	Sandwell
Inspection number	10285789
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 4
Total number of places	7
Number of children on roll	7
Date of previous inspection	18 October 2017

Information about this early years setting

The childminder registered in 2015 and is located in Smethwick, Sandwell. She operates all year round from 7am to 7pm, Monday to Sunday, except for bank holidays and family holidays. She provides overnight care and works with an assistant. The childminder holds a relevant early years qualification at level 3.

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 together to discuss the intention for children's learning.
- The inspector observed the quality of education being provided 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 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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