

Childminder report

Inspection date: 16 August 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 settle well and make secure attachments to the caring childminder and her assistant. The childminder offers visits to her home to meet new families, and she gets to know them well. This helps children to settle quickly and feel happy and safe. Children are confident to make choices about their play and have free access to the dedicated playroom and garden. The childminder and assistant demonstrate kindness and compassion to the children and each other. They promote the use of good manners and praise children for their positive behaviour. As a result of this, children behave very well. They listen and follow instructions.

The childminder plans inviting activities for children. The children enjoy exploring a variety of different-coloured sand. They explore scooping and filling containers, using mathematical language to describe when their jug is half full or full. They count and identify numbers on the side of jugs. The childminder encourages children to estimate how many scoops of sand they will need. Children transport the sand in buckets. They negotiate space as they carry the bucket to their safari park small-world activity to extend their play further. Children talk about reindeer as they explore the different animal figures.

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

- The childminder and her assistant interact with children as they play. The childminder knows the children very well and uses her knowledge to spark rich conversations with them. This includes discussions about their family holidays and pets. However, the childminder's assistant does not always extend children's vocabulary and promote their thinking skills effectively. This means, occasionally, children are not challenged to build on what they already know and can do.
- The childminder and her assistant nurture children's individual care routines. The childminder provides communication-rich nappy changing times and talks to children about their day. The childminder follows children's sleep routines, liaising with parents to support their unique sleep times. She follows safe sleep guidance to ensure that children are closely monitored and safe as they sleep. Children are encouraged to develop their independence. They practise putting on their own shoes to go outside and feed themselves at lunchtimes.
- Parents speak very highly of the nurturing childminder and her assistant. They are grateful for the love and care that they provide for their children. Parents state that their children grow and flourish with confidence while attending the childminder's setting and rapidly improve in their physical development. The childminder communicates regularly with parents through group chats as well as individual updates. Parents are aware of what the childminder is working on with their children and how they can support them at home.

- The childminder values the importance of partnership working. She works closely with other settings that children attend and shares strategies and assessments with them. This means that children receive consistency in their care and education. When children prepare for their transition to primary school, the childminder liaises with the Reception teacher, sharing assessment reports and providing in-depth information about the child.
- The childminder carries out effective assessments of children. This helps her to identify any gaps in children's development promptly. The childminder liaises with parents about any concerns and gains their permission to seek additional advice and support. Children with special educational needs and/or disabilities make good progress. The childminder supports children to communicate and play cooperatively with others. She invites other agencies into her home to assess children and to provide guidance on strategies to support them.
- The childminder and her assistant have attended training to support their knowledge and understanding of safeguarding procedures and communication and language development. They attend all statutory training as required and can explain their knowledge. The childminder regularly reflects on practice with her assistant. She evaluates how well activities have supported children's learning. However, she does not yet use supervision opportunities well enough to identify gaps in her assistant's knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a very good understanding of their safeguarding responsibilities. They attend appropriate training to update their safeguarding knowledge. This means that they are alert to the signs and symptoms of abuse. The childminder and her assistant know what to do if they have concerns about the welfare of a child and how to report this information. There are appropriate risk assessments in place to keep children safe from harm. The childminder's home is secure to prevent any unauthorised access to children. The childminder conducts appropriate checks to maintain the suitability of those living in her home.

What does the setting need to do to improve?

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

- support the assistant's practice to extend children's vocabulary and challenge their thinking skills, to build on what children already know and can do
- review and strengthen supervision to identify professional development needs and continuously improve knowledge and skills.

Setting details

Unique reference number	EY452123
Local authority	Sandwell
Inspection number	10301741
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	18
Date of previous inspection	10 January 2018

Information about this early years setting

The childminder registered in 2012 and lives in Oldbury, West Midlands. She operates Monday to Friday, all year round, from 7.30am to 6pm, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Ali Myers

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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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