

Childminder report

Inspection date: 8 June 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 are happy, settled and content and form strong and trusting bonds with the caring and experienced childminder. Children are enthusiastic to explore and show confidence in their surroundings. They enjoy spending time outside in the fresh air. Children have fun in the childminder's garden and develop a good understanding of nature. They express their excitement about their vegetable patch, where they enjoy helping broad beans grow.

Children of all ages behave very well. The childminder uses effective strategies and positive language to encourage children's good behaviour. For example, she praises children as they identify colours and shapes correctly, when playing with the magnetic shapes. Children manage their feelings well for themselves. The childminder acts as a strong role model and teaches children about respect from an early age. As a result, children are kind to one another as they share the resources with ease.

Children enjoy a range of experiences. They visit local parks and green spaces, libraries for rhyme time and stay-and-play groups. The childminder knows the children exceptionally well and is able to ensure that each trip is beneficial to each child's needs. These experiences provide children with opportunities to socialise with others and develop their confidence in new surroundings.

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

- The childminder is nurturing and genuinely cares for the children. She plans a broad and well-sequenced curriculum, through topics and children's interests that build on what children already know and can do. For example, children are showing an interest in the flowers growing in the childminder's garden. The childminder photographs these flowers, with children then taking the photographs to the park to hunt for each flower in a larger environment, as they learn about the world around them.
- The childminder is passionate about developing children's communication and language. She has attended relevant training on this subject to further enhance her knowledge and enable her to confidently provide in-depth support for children who require this. The childminder maintains positive interactions with the children throughout the day.
- Partnership with parents is excellent. Parents understand the progress their children have made since starting the setting. They are happy with the levels of communication and support that they receive. They comment on how they feel included when the childminder shares her planning with them to enable them to support their child's learning at home.
- The childminder reflects on her practice continuously, seeking regular parent

feedback. She works together with other agencies involved in children's learning. The childminder completes regular training, investing in her own professional development in order to build on the quality of experiences offered to children.

- The childminder gathers thorough information before a child starts to attend and uses this in her planning for children's learning and development. This allows children to settle quickly and have fun from the outset of their placement. The childminder monitors children's progress and provides a range of learning experiences, which successfully build on what they already know and can do.
- Children are encouraged to learn about healthy eating and personal hygiene. Older children independently wash their hands before mealtimes while younger children do this with the childminder's help. However, the childminder does not always support children's social skills during mealtimes. For example, children eat snacks on a mat on the floor and occasionally stand when eating, with little opportunity to learn about table manners.
- Children develop a love of books and stories. The childminder reads stories to the children as they sit around her. She introduces new words, such as 'texture' and 'describe', to extend children's vocabulary. She encourages their involvement, as they feel the different textures on the page of the book, while listening to the story.
- Children of all ages play well together because they feel safe and secure in the care of the childminder and have a good understanding of right and wrong. Older children support younger children, showing care and compassion. For example, when a younger child wants some play dough, an older child breaks their piece in half and explains how they can both now play with it.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She has a good knowledge of child protection and can recognise the signs or symptoms which may indicate a child is at risk of harm. The childminder knows how to record concerns and who to contact should she have a concern about a child's well-being. She completes risk assessments on her home and for any outings she takes with the children. This helps to provide a safe and suitable environment for children to play and learn.

What does the setting need to do to improve?

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

- help children to learn about and practise social skills during mealtimes in order to improve their personal development.

Setting details

Unique reference number	255019
Local authority	Sandwell
Inspection number	10285651
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 3
Total number of places	12
Number of children on roll	3
Date of previous inspection	13 October 2017

Information about this early years setting

The childminder registered in 1997 and lives in Oldbury. She operates all year round from 8.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Freya Marskell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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