

Childminder report

Inspection date: 29 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

The childminder provides children with positive interactions. She listens to them and extends their conversations to promote new ideas and concepts. This helps children to feel safe and secure. For example, as children discuss their lunch, the childminder explains how pasta and fruit gives them the muscles they need to grow big and strong. This places emphasis on children's physical development.

The childminder plans daily opportunities for children to be physically active and develop both their fine and gross motor skills. For example, children partake in indoor activities that promote music and movement. They lie on the floor pretending to be a sleeping bunny before jumping up high. Children, including those who speak English as an additional language, sing songs loudly and with confidence. They say 'again, again', demonstrating their enjoyment and happiness.

The childminder has high expectations for children's behaviour. This is reflected in children's positive behaviour and conduct. For example, when children recognise that their peers need assistance, they offer them help. The childminder provides children with simple tasks to promote their self-confidence. For instance, they cut up their own fruit at snack time and wash up their own bowls. This promotes their independence.

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

- Overall, children develop good communication skills. For instance, they confidently communicate their needs and initiate conversations with others. Children enjoy listening to stories and singing nursery rhymes. However, the childminder has not fully considered how to support children to use their home languages in their play and learning. This does not help those children who speak English as an additional language to make rapid progress in their communication skills.
- Parents and carers highly recommend the childminder. They comment positively on the progress their children make. Parents appreciate the information they receive about their child's day and learning. This helps parents to know their children's next steps and continue learning at home.
- The childminder gives children opportunities to make personal choices, which contribute to their learning. For instance, children have a choice of what storybook they would like to hear. However, the childminder does not always adapt activities to further explore children's interests and requests. This decreases the opportunities children receive to practise what they need to learn next.
- There are procedures in place to ensure that the setting continues to improve. For example, the childminder and her assistant regularly attend training to

refresh their practice and knowledge. Although the childminder has no children on roll with special educational needs and/or disabilities, she identifies that she would benefit from further training to develop her skills and knowledge within this area.

- The childminder is a positive role model to children. For example, she teaches them how to use resources by guiding their movements and giving them clear explanations of how things work. Children copy and repeat what the childminder says and does. This enhances their engagement in their play and learning.
- Children have opportunities to engage in in-depth play, such as role playing hairdressers. The childminder skilfully incorporates many areas of learning into children's play to enhance their knowledge. For example, after receiving a pretend haircut, she asks the children, 'How much do I owe you?' This helps them to practise their mathematical skills, and they say, 'That will be five pounds please.'
- The childminder is extremely aware of the potential hazards within the indoor and outdoor environment. For example, she checks the temperature of the water before she encourages children to wash their hands. When children use scissors and knives, she highlights the possible dangers to them to minimise accidents and to teach children how to keep themselves safe.
- There are clear procedures in place for information sharing with other professionals. For example, when children transition to school, the childminder offers to share with schoolteachers what she knows children know and can do. This ensures that children's developmental needs continue to be met.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a suitable knowledge of signs and symptoms that might indicate a child is at risk of neglect or abuse. She has a secure understanding of the correct procedures to follow should she have any concerns. The childminder regularly discusses safeguarding with her assistant to ensure that she maintains the skills and knowledge she needs to safeguard children. The childminder and her assistant hold a relevant paediatric first-aid qualification. The childminder understands her responsibilities for monitoring and recording accidents. The first-aid box holds appropriate content to meet the needs of the children.

What does the setting need to do to improve?

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

- support children who are learning English as an additional language to use their home languages in their play and learning
- adapt activities to make better use of children's interests to enhance opportunities for children to practise what they need to learn next.

Setting details

Unique reference number	EY297427
Local authority	Sandwell
Inspection number	10301758
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	3 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 January 2018

Information about this early years setting

The childminder registered in 2004 and lives in West Bromwich, West Midlands. She operates all year round, from 6.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector
Mikaela Stallard

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 they discussed how she ensures the premises are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including safeguarding policies and records of children's attendance.
- The views of parents were considered by the inspector through telephone discussions and feedback forms.

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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