

Childminder report

Inspection date:

7 November 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

Relationships between the childminder and children are both respectful and positive. The childminder and her assistant respond immediately to children when they become slightly unsettled. They offer the children lots of love and care. Children regularly seek out the childminder. They are extremely happy and feel safe at the childminder's. The childminder and her assistant are positive role models to the children. They are consistent in their approach to managing children's behaviour. This supports children to start to understand what is expected of them. Children enjoy joining in with a range of familiar songs and rhymes. They smile, laugh and join in with the actions, as they sing along with the childminder.

Children enjoy their time at the setting. They eagerly engage in sensory activities, such as sand play. Children have fun as they fill and empty the sand from one container to another. In addition, they enjoy the cause and effect as they explore different musical instruments. Children confidently practise a range of movements on the play equipment outside. This includes, climbing, running and jumping. The childminder thinks carefully about what each child needs to learn next. She uses this information to plan a range of activities for the children. This helps to ensure that all children, including those with special educational needs and/or disabilities (SEND), flourish at the setting.

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

- The childminder is passionate and reflective. She has taken on board feedback from others. This has helped to improve the overall quality of the setting, since her last inspection. The childminder's aim is for children to leave her setting ready for the next stage of their learning.
- The childminder's curriculum covers all areas of learning. However, during whole-group activities, she does not always differentiate activities to ensure tasks are achievable for all children. This results in occasions where some children are not able to complete the tasks set out for them.
- The childminder places focus on supporting children's communication and language. She uses a range of strategies to build on children's vocabulary. The childminder gains key words from children who speak English as an additional language. She also uses visual cards to help those children start to learn key words and become familiar with the routine.
- The childminder finds out children's starting points from their parents. She continues to observe and assess children's development over time. This helps her determine what children already know and what they need to learn next. The childminder shares and gathers information from parents and other professionals. This helps to ensure that children with SEND receive timely support.

- The childminder places focus on children's personal development. She offers children lots of choices in regard to where they want to play and what they want to eat. However, there are occasions where the childminder does not think carefully enough about how she organises resources and/or equipment. Consequently, at times some children cannot fully reach what they need. This does not fully promote children's independence.
- The childminder has regular meetings with her assistant. She talks about what could be improved. However, the childminder has not yet placed enough focus on professional development. She does not ensure that her assistant has opportunities to attend training to further improve their knowledge and skills. In addition, the childminder does not fully utilise what she has learned from training to enhance the quality of teaching and learning children receive to the highest possible level.
- Parents speak extremely positively about the childminder. They state that their child is happy and settled. The childminder finds out about children's medical and dietary requirements from parents. She continues to share and gather key information about the children, with their parents. This helps enable parents to support their child at home.
- The childminder's knowledge of how to promote good hygiene practice has improved, since her last inspection. She has made multiple changes to her environment and her routines to help promote children's self-care. The childminder supports children to wash their hands. She immediately cleans children when this is required.
- The childminder softly reminds children of the rules. She talks to the children about their actions and how this affects others. This helps children to start to learn right from wrong. The childminder provides the children with a range of strategies for how they can start to regulate their own emotions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have sound knowledge of a range of different types of abuse. They know what may indicate a child is at risk of harm. The childminder fully understands the action she must take if concerned about a child's welfare. This includes making referrals to those with statutory responsibilities in a timely manner. The childminder completes risk assessments to identify and minimise unnecessary risk to children. The setting is safe and secure. It is clean throughout. The childminder deploys herself and her assistant well to ensure children are supervised effectively as they eat and/or play.

What does the setting need to do to improve?

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

- differentiate whole group activities to ensure all children are able to accomplish the tasks set out for them
- review and improve the organisation of resources and/or equipment to further promote children's independence
- strengthen professional development opportunities to enhance the quality of teaching children receive to the highest possible level.

Setting details

Unique reference number	2612182
Local authority	Sandwell
Inspection number	10284012
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 4
Total number of places	12
Number of children on roll	12
Date of previous inspection	23 February 2023

Information about this early years setting

The childminder registered in 2020 and lives in Dudley. She operates Monday to Friday, from 7am to 6pm. The childminder holds an early years qualification at level 3. She offers funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the setting and discussed how they ensure it is safe and suitable.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, 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.
- The inspector viewed multiple feedback from parents and took account of their views.

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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