

Childminder report

Inspection date: 22 July 2024

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 focuses on establishing clear expectations with children as one of the key priorities in her curriculum. This includes understanding where they can and can't play and the rules in place to keep them safe. Children show respect and understanding for the rules, such as not to play on the stones in the childminder's garden. The childminder successfully teaches children about her expectations related to their behaviour at mealtimes and sleep times. This leads to a calm, orderly environment where children are relaxed and ready to learn.

The childminder knows children well and has a close working relationship with their families. Children show they feel happy and secure in her care. They eagerly involve the childminder in their play. The childminder has taught children to seek out her support when they become frustrated. Children calmly tell her when they want a toy that another child has and the childminder helps them to understand they need to wait for their turn.

As part of her curriculum delivery, the childminder provides opportunities for children to revisit what they have learnt previously. For example, they develop their subject knowledge about the wind, seasons and colours. This helps children to deepen their understanding about topics related to the world around them.

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

- The childminder works closely with her local authority to reflect on her practice, keep updated with safeguarding and to complete professional development. Recent training helped her to extend children's outdoor play experiences.
- The childminder keeps parents informed about their child's day and how they are progressing. She works together with them to support children with their sleep routines and toilet training. Parents share how children love attending and how the childminder prioritises their safety and well-being.
- The childminder has a good knowledge of child development. However, some aspects of her curriculum overview are generalised and linked to topics rather than specific learning. The childminder does not precisely identify an ambitious sequence of knowledge and skills that she wants children to gain as they progress through their development.
- The childminder makes effective use of the two-year-old progress check to report to parents and other professionals about children's development. This ensures that children receive additional support when required. She knows about each child's current stage of development. However, the childminder does not make full use of the information that she gathers from her observations of children's achievements to plan how she will help them to build on what they already know, understand and can do. This means that her teaching is not

matched as well as possible to children's current learning needs.

- The childminder provides children with good language models. She listens carefully to what children are saying so she can extend their understanding. The childminder helps older children to develop subject specific vocabulary. She provides them with alternative word choices to broaden their understanding of language.
- The childminder interacts well with children and recognises when to adapt the play to keep children motivated and engaged. She skilfully enhances their play, such as modelling ideas. The childminder sets out resources that reflect children's interests and engages them well in purposeful play. Older children concentrate well as they learn to cut straight lines with scissors. Younger children persevere as they learn how to operate the scissors with one hand.
- The childminder provides children with plenty of opportunities to be physically active. Children enjoy playing and exploring outdoors in the large garden. The childminder provides them with opportunities to explore physical play, such as climbing and travelling in different ways. She provides guidance so children understand how to manoeuvre a scooter with one foot. The childminder encourages children to build their confidence and develop a sense of adventure. Children experiment with different ways of traveling down the slide.
- The childminder supports children's early literacy skills effectively. She finds out about the local schools' phonics teaching approaches so she can complement these in her setting. She helps children to link letters to sounds and supports their early mark making skills.
- The childminder positively reinforces children's achievements and they develop a can do attitude. For example, they say 'I did it' when they succeed in an independent task. Throughout the daily routine, the childminder provides children with plenty of opportunities to develop their independence, such as with their personal care routines. Supporting children with their self-regulation at sleep times is a key strength of her practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- sequence the knowledge and skills for the curriculum so there is a precise structure for children's learning that build up their knowledge over time
- use observations of children's achievements to plan learning experiences that are matched precisely to each child's individual stage of development.

Setting details

Unique reference number	228395
Local authority	Walsall
Inspection number	10350493
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	28 September 2018

Information about this early years setting

The childminder registered in 1994 and lives in Streetly, Walsall. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children interacted with the inspector during the inspection.
- 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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