

Childminder report

Inspection date:

4 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are safe and happy. They develop positive relationships with the childminder and with their peers. Older children demonstrate kind relationships with younger peers. They sing gentle songs when babies go to sleep, and they help them drink by holding their beaker. Children demonstrate an age-appropriate understanding for their own personal needs, as well as the needs of others. Children are increasingly independent as part of their routine. For example, they independently use the potty, use an antibacterial gel to wash their hands and get their own drink bottles when they are thirsty.

Children access a variety of activities, indoors and outdoors, to assist their play. However, they are not always engaged in the activities. Children's interests are not used to ensure that they are motivated to take part and to extend their learning. Children are independent in their play. They are confident to practise their physical skills as they ride on scooters. This helps to develop their balance and coordination. Children explore a variety of jigsaws to practise their problem-solving skills. They talk about the final image they have made once the jigsaw is complete. They know they have made a pig and what sound the pig makes.

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

- Children are taught how to keep themselves safe. The childminder gives children clear explanations to ensure that they are safe while on the stairs and when outside. Children wear helmets when they ride bicycles and scooters. They practise fire evacuation procedures and explain that when they hear a whistle they need to stop. They know to go outside because there might be a fire.
- Children are developing an understanding of healthy habits. The childminder teaches them to wash their hands effectively as they wash in between their fingers and thumbs. The childminder demonstrates some knowledge of their role in promoting healthy eating. For example, she limits sugary drinks. However, during lunchtime, children develop unhealthy habits. They eat while watching the television and do not always sit on their bottom because they lean up to watch the television situated above their head. The childminder does not engage children in conversations or talk about healthy food as children are too engrossed in watching the television.
- Children have good self-esteem because they receive lots of encouragement and praise. Children's achievements are celebrated. The childminder demonstrates how she works effectively with parents to capture children's 'wow' moments. Children benefit from stickers as a positive reinforcer to support appropriate behaviour. This develops their confidence.
- The childminder has secure procedures in place to ensure that children settle well. She learns about children's likes and dislikes and demonstrates a secure

knowledge of children's backgrounds. The childminder has an awareness of what children need to learn next. However, she does not fully understand her role to enhance these skills. The learning environment does not always offer appropriate levels of challenge for children.

- The childminder is beginning to demonstrate an awareness of reflective practice. She explains when activities could have been implemented better. However, self-evaluation is not robust enough to support the childminder to pinpoint specific areas where improvement is needed. For example, there is not always a clear intent for activities to build on what children already know and can do. This impacts on the effectiveness of self-evaluation when reflecting on teaching within the areas of learning.
- Children make progress in their communication and language. They look at books and practise sounds such as the noise a farm animal makes. Children listen to nursery rhymes and engage in familiar songs. They are confident to talk and are able to express their needs clearly. Children practise language as they engage in imaginative play. They say their legs hurt when they pretend to be at the doctors. Children demonstrate a good understanding of real-life scenarios as they talk about the world around them. For example, when the farmer gets stuck during small-world play, they know that a firefighter can help them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about child protection and safeguarding. She shows an understanding of safeguarding issues, such as the 'Prevent' duty', online abuse and female genital mutilation. She has a secure understanding of the correct procedures to follow should she have concerns about a child's welfare. The childminder demonstrates a good knowledge of keeping children safe when walking to school. She talks to children about stranger danger. The childminder is keen to reflect on ratios to make sure that children are kept safe. She has a secure knowledge of the importance of recording absences and reflecting on regular patterns of concern as part of her ongoing risk assessments.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
develop a clear intent for activities, using children's interests to build on what they know and can do	04/03/2022

create further opportunities to extend children's learning during mealtimes, to ensure that children develop healthy habits.	04/03/2022
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To further improve the quality of the early years provision, the provider should:

- make effective use of ongoing self-evaluation, to reflect on the quality of teaching and improve learning outcomes for children.

Setting details

Unique reference number	2525648
Local authority	Walsall
Inspection number	10208268
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Walsall. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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 setting.
- The childminder and the inspector had a learning walk. They viewed all areas of the premises.
- The inspector observed the interactions between childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- Children spoke to the inspector during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's suitability, safeguarding and complaints policies.
- The views of parents were considered.

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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