

Childminder report

Inspection date:

17 November 2022

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

Children build strong bonds with this caring childminder. They settle quickly in the warm environment and enjoy a range of activities in the designated playroom. The childminder bases activities around the children's interests, so they engage happily with them. The children also access experiences outside the childminder's home. They go for walks in the local park and attend soft-play areas. Once a week, they attend a local stay-and-play session. This enables them to meet other children and build on their social skills. The children invite the childminder into their play. For example, children imaginatively explain the snake is poorly and needs some medicine. The childminder and children work together to 'help' the animals. The childminder builds on the activity by introducing the names of body parts for the children to check. She encourages the children to use pens and paper to 'write' prescriptions for the sick animals.

Children behave well and know what the childminder expects from them. She reminds and reinforces the rules. Children respond well and carry out tasks. For example, they tidy up their toys and hang up their coats after going outside. The childminder gives lots of praise and encouragement. This helps promote children's self-esteem and boosts their confidence.

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

- The childminder engages children's interest in early mathematics. She adds opportunities to everyday activities. Children count the shells that are on top of their sandcastles. As they create towers, the childminder uses language such as 'big', 'small' and 'taller'. She discusses the colours of bricks and scooters. This ensures children are familiar with mathematical words and concepts, which builds on their skills for future learning.
- The childminder creates anticipation in her storytelling. The books link to the animal theme of the week. The children excitedly lift the flaps and discover the animals underneath. They make animal noises and discuss their 'long necks' or 'big roar'. The familiar book gives children comfort, and they practise their language skills as they recall the story and anticipate the text.
- Outside, in the garden, children can use a range of equipment. They use their physical skills as they push along on scooters, dig in the sand and splash in the water. The children show fascination with an air rocket launcher. They play for a long time, stamping furiously to get the rocket to fly high into the air. They use their imagination as they describe the spacemen in the rocket and say that the rocket is going to the moon. They anticipate how far the rocket will go and where it will land. The children's continued engagement enables them to use a wide range of skills and experiment with different ideas.
- The childminder promotes language skills. Words are on display around the

playroom. The childminder uses a wide range of vocabulary and encourages the children to repeat words. She praises them when they use new or complex words. However, on occasions, she does not use the correct terminology, for instance saying 'doggy' and 'froggy'. This does not support children's correct language development.

- The children make their own sandwiches for lunchtime. They carefully spread the butter and add the meat, then fold the sandwich and choose the shape of the finished sandwich. Lunch and snack time are social occasions. The childminder sits with the children as they eat. She talks about the food they eat and healthy choices. The children join in the conversation. They discuss who likes bananas and apples and which skins you can eat. The childminder introduces the idea of 'composting' the banana skin, and they discuss how they would do this. This gives children concepts about healthy eating and widens their knowledge of the wider world.
- Parent partnership is good. The childminder talks at length to parents about children's well-being. She ensures she has up-to-date information for allergies and medicines. She gives them verbal feedback and sends information using an online app. However, more detailed discussion with parents about children's starting points enables better identification of precise individual next steps for the childminder to use in her planning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in safeguarding the children. She knows the signs and symptoms of abuse. She understands who to refer to if she thought a child or someone in their family was at risk of harm. She has undergone training in safeguarding, the 'Prevent' duty, child protection and paediatric first aid. This helps her to ensure her knowledge is up to date. The premises and resources are clean and well maintained. The childminder risk assesses her home and the activities to ensure that they are safe for the children in her care.

What does the setting need to do to improve?

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

- ensure children hear correct terminology to further increase their language development
- increase the information gained from parents about children's learning needs when they first start, to help establish accurate starting points and further support planning.

Setting details

Unique reference number	2525648
Local authority	Walsall
Inspection number	10230012
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 12
Total number of places	6
Number of children on roll	10
Date of previous inspection	4 February 2022

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

Sue Smith

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 provider.
- 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector reviewed suitability checks and relevant documentation.
- The inspector spoke to children at appropriate times during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022