

# Childminder report

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Inspection date: 26 May 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled in this welcoming setting. They engage in learning and are engrossed in play as they access the resources available to them. The childminder and the assistant have developed a strong relationship with all children, which supports children's learning and development. Children show excitement as they join in with a number activity with the childminder. They choose a block and all say 'one'. They continue with two blocks and say 'two'. The focus on mathematics is then embedded through the rest of the daily activities as children use words such as 'massive' and 'biggest' as they play outside. They then scoop up shells in the role-play area and count 'one, two, three, four'.

Children are supported in understanding how to look after living things and help them grow. For example, children grow their own beans and sunflowers in the garden. They talk about how they need to give the beans water to help them grow 'big and green'. Independence is encouraged throughout the day as children select their own resources to play with. Children freely access the outdoor area. They confidently negotiate the slide and climb on the wooden play area with adult supervision.

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

- The childminder has a good curriculum in place. She understands children's interests and uses them to build on what children already know and can do. She plans activities to support children's individual next steps. As a result, children make good progress.
- Children's independence is promoted throughout the daily routine. The childminder and the assistant continually encourage children to be independent. For example, all children, including the youngest, have a go at putting their own shoes on before they go outside.
- A wide selection of physical activities are available for children to access. This allows children to freely move around the space around them. For example, children ride bicycles up and down the path in the garden, which supports their gross motor skills.
- Children engage in imaginative play in the outdoor environment. They use coloured stones and metal teapots to make tea and biscuits. They offer cups out to the adults and other children and pretend to fill the cups by pouring the teapot and saying, 'Here's your tea.'
- Children all engage well in planned learning opportunities provided by the childminder. However, activities are not always planned well enough to enable the youngest children to fully participate and get the most out of their learning experiences.
- Children follow rules and routines well. They help to tidy up inside before they

get ready to go outside, listening carefully to the instructions the childminder gives them.

- The childminder and the assistant promote and encourage children to behave well during the daily routine. Children use good manners. For example, during lunchtime, all children say 'please' when they take sandwiches from the childminder.
- The childminder prepares children for starting school. They visit the local schools and talk about their transitions. For example, a child said, 'I am a big boy now and going to school soon.'
- Parents speak highly of the childminder. They say that the childminder has high expectations of the children and plans a wide range of educational activities on a daily basis. They talk about their children's confidence and how this has been developed since attending the setting.
- The childminder attends training on a regular basis to further develop and build on her skills. She attends networking sessions to share good practice and get new ideas to use in the curriculum and daily practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and regularly receives training to update her knowledge. The childminder ensures that the assistant understands what to do if they are worried about a child. The childminder and the assistant know the policies and procedures to follow and who to contact if they are concerned about a child's welfare. The environment is regularly risk assessed and is a safe environment for children to learn and develop in. Children regularly practise fire evacuations and know that they would go out of the front door if there was a fire.

## What does the setting need to do to improve?

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

- organise activities to enable younger children to fully participate and get the most out of their learning experiences.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 255310                                                                            |
| <b>Local authority</b>                             | Walsall                                                                           |
| <b>Inspection number</b>                           | 10285805                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 19 October 2017                                                                   |

## Information about this early years setting

The childminder registered in 1996 and lives in Walsall. She operates all year round from 7.30am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Zara Hill

## 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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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