

Childminder report

Inspection date: 13 March 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children clearly enjoy their time with the childminder, who is calm, patient and kind. Children demonstrate they feel settled, content and safe in the childminder's care. Children demonstrate a sense of belonging. For example, they move about the childminder's home with confidence and go to her for impromptu hugs. Children learn to do things for themselves, for example they wash their hands before they eat and feed themselves at mealtimes. Children learn to share and take turns as they play. Children develop a real interest in books. They look at books independently and with the childminder. They link words to objects as the childminder asks them to point to the animals and objects they can see in the books.

Children develop their small-muscle skills as they build with plastic interconnecting bricks and cubes. Children are learning the skills and attitudes they need for future learning, including their eventual move on to school. Children demonstrate a positive attitude towards their learning and make good progress.

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

- The childminder has devised a curriculum that covers all areas of learning and helps her to build on what children already know and can do. She undertakes regular observation and assessments of children's learning. This helps her to check that children are making good progress and develop positive attitudes towards their learning.
- The childminder uses effective teaching methods, such as role modelling and helping children to explore their own ideas. However, there are times, as children play, when the childminder does not always use what she knows of children well enough to extend their learning further.
- The childminder has high expectations for children's behaviour. She provides lots of praise and encouragement for children's efforts and achievements. The childminder supports children to learn good manners. Children are respectful towards the childminder. For example, they listen and follow her instructions.
- The childminder encourages children to explore toys by turning dials and pressing buttons. As children investigate, they develop an understanding that their actions cause something to happen, such as a noise or a flashing light. This supports children to learn to operate simple technology. However, at times, children are unable to fully lead their own play or follow their current interests, as the childminder stores toys out of sight and children's reach. Therefore, this restricts children's choice of play to those resources selected solely by the childminder.
- The childminder places a sharp focus on children's speech and language development. She provides narration as children play, which helps children to

learn new words in context.

- The childminder helps children to learn about healthy lifestyles. She has developed a vegetable patch in her garden, where she supports children to learn to grow and eat a variety of fruit and vegetables. She ensures children drink regularly and she enthusiastically joins in as children dance to their favourite action songs.
- The childminder responds promptly to meet children's needs, for example, when they are hungry, tired or require a nappy change.
- Parents speak highly of the childminder. They comment that their children are happy with the childminder. The childminder keeps parents well informed of their children's progress during their time in her care. This successful two-way communication between parents and the childminder enables parents to continue their children's learning at home.
- The childminder regularly takes children out into the local community. They visit the supermarket, local parks and a playgroup. These experiences help children to learn about their local community and to meet with larger groups of children to help to develop confidence and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the possible signs and symptoms that may indicate a child is at risk of harm. She knows who to contact in the event of any concerns about the welfare of a child in her care. She knows what action to take in the event of an allegation against herself or a member of her household. The childminder supervises the children well. She carries out daily checks of her premises and resources to help to identify and remove any hazards, so that the environment is safe for children to play in.

What does the setting need to do to improve?

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

- strengthen teaching skills, so that children's learning is consistently extended as they play
- increase opportunities for all children to make their own choices and decisions when accessing toys and resources.

Setting details

Unique reference number	255406
Local authority	Walsall
Inspection number	10263264
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 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 April 2017

Information about this early years setting

The childminder registered in 1999. She lives in the Sutton Coldfield area of Birmingham. She operates all year round from 8am to 5.30pm, each Monday, Tuesday, Thursday and Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- This was the first routine inspection the childminder has 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 spoke to the inspector as part of the learning walk. They carried out a joint evaluation of an activity and discussed the childminder's intentions for children's learning.
- The inspector observed the quality of the childminder's teaching and assessed the impact on children's learning.
- The inspector spoke with children during the inspection. She took account of written parents' views given to her by the childminder.
- 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.

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 2023