

Childminder report

Inspection date: 11 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

Children arrive happily at the childminder's home and share warm smiles and hugs with the childminder. Children settle quickly as they play with toys and engage in activities planned for them by the childminder in response to their personal interests and enjoyment. Older children enthusiastically engage in drawing and craft activities. Younger children excitedly select musical instruments to play along with as the childminder sings familiar songs and rhymes to them. The childminder regularly shares books and stories with children, such as 'We're Going on a Dinosaur Hunt'. This supports children's language development effectively as she encourages children to spot rhyming words in the story and introduces and models new vocabulary for children to learn.

Children enjoy frequent opportunities to play in the childminder's garden. The childminder provides activities and learning experiences outside for children to explore nature and learn about the world around them. Children are fascinated as they watch fruit flies eating the oranges they have added to the bug feeders they created and hung in the childminder's garden. Children develop important physical skills as they ride push bikes, scale climbing frames and play ball games with each other. The childminder has high expectations for behaviour, and children behave well in her care. Children are consistently reminded about the house rules, such as being kind and using 'inside voices' as they play. Older children play happily alongside younger children, sharing resources and helping each other.

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

- The childminder uses a weekly book as a hook to plan what she wants children to learn and experience. She uses information gathered from parents about children's development along with ongoing observation and assessment to identify what children already know and can do and what they need to learn next. This learning is underpinned with a clear focus on children's language and communication skills and their personal and physical development.
- Children are happy in the childminder's care and they excitedly engage in a range of activities planned for them by the childminder to reflect their individual needs and personal interests. The childminder has a good understanding of early childhood development and a secure knowledge of how young children learn through play. As a result, the children in her care, including children with special educational needs and/or disabilities, make good progress.
- The childminder reflects on her practice and regularly identifies and undertakes training to support her ongoing professional development. She carries out regular supervision sessions and reviews of her assistant childminder's performance. However, she does not consistently identify and plan training that specifically supports him in this role. For example, she does not facilitate training

to enhance the quality of interactions and engagement between the assistant childminder and children to support their language and communication development further.

- Children are supported in preparation for starting school. The childminder supports children to develop important literacy skills, for example using an appropriate pencil grip when mark making and developing an understanding of early phonics. The childminder also supports children to develop independence skills, such as being able to put on their coat and shoes, feed themselves and express themselves confidently.
- The childminder has a strong focus on the emotional health and well-being of children to ensure that they achieve the best possible outcomes. She talks sensitively to older children, encouraging them to use self-reflection and deep breathing exercises to support their emotional well-being. She uses fun activities, such as making felt faces and using feeling cards, to support younger children to recognise their feelings and emotions. This supports children to understand their emotions and develop positive behaviours effectively.
- Children develop an understanding of mathematical concepts. For example, the childminder shares mathematical vocabulary with children, such as 'tallest' and 'shortest' as they build towers of bricks to compare the height of different dinosaurs. The childminder also encourages younger children to sort and stack shapes and use their counting finger to practise counting and naming the different shapes.
- Parents report that their children are happy in the childminder's care and that the childminder and her assistant childminder are kind and very caring. Parents state that they receive regular updates about their children's progress and they know what their children are doing and learning each day while in the childminder's care.

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:

- identify specific training that will develop the role of the assistant childminder to support children more effectively to make the best possible progress.

Setting details

Unique reference number	255416
Local authority	Walsall
Inspection number	10351061
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	2 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 October 2018

Information about this early years setting

The childminder registered in 1992 and works with an assistant. She lives in Willenhall, West Midlands. The provision operates all year round, from 7.30am to 6pm from Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. The childminder offers funded early education for three-year-old children.

Information about this inspection

Inspector
Sue Bradford

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 talked to the inspector about her curriculum and what she wants children to learn.
- The childminder showed the inspector the resources and areas accessed by children in her home and garden.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Parents shared their views on the childminder with the inspector through written testimonials.

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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