

Childminder report

Inspection date: 19 June 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 are nurtured and cared for very well in this homely setting. The childminder is attentive to children's emotional needs. She provides them with reassurance and gives them a cuddle when they need one. As a result, children settle well and happily play with familiar toys and resources. Young children follow simple instructions and make choices. This is because the childminder makes sure she patiently supports them to hear and understand what is being asked of them. For example, at snack time, children take time to choose a plate, and then they choose which fruit they would like to go on that plate.

Children's communication and language development is prioritised. They hear clear language and words during everyday activities. This is because the childminder is very precise in her pronunciation. For example, she asks if they would like 'pear, apple and strawberry' at snack time and repeats the words clearly. This ensures that children who are learning these new words have every chance to try them out.

Children's physical development is supported well. Children enjoy running about outside in the garden. They challenge themselves as they toddle down the slight slope, giggling as they get to the bottom. They scoop and throw the small plastic balls out of the tub. Children enhance their small-muscle skills as they make marks on paper with chalk. They show interest in a painting activity, touching the paint with their hands and dabbing it with a paintbrush.

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

- The childminder knows the children very well. She provides a homely, caring environment, where they can play and learn happily. Furthermore, she maintains strong relationships with their parents. This helps to ensure that she meets the individual needs of the children in her care.
- The childminder uses her past experience and professional knowledge to provide a good range of activities and a playful routine for the children. Her extensive experience as a childminder helps her to establish an effective curriculum for children. There is scope to strengthen her knowledge even further by exploring other aspects of child development, such as schema. This would enhance her understanding of how children learn.
- Children make good progress because the childminder is very attuned to them. She monitors progress closely and quickly highlights next steps. She uses this knowledge to plan a range of interesting activities and motivating experiences to support development.
- The childminder's interactions are sensitive and nurturing, and this helps to encourage children to make choices. As a result, children are interested and excited to learn as they play. However, children do not always have enough

opportunity to explore open-ended and sensory play.

- Children's understanding of diversity is encouraged and nurtured well. The childminder takes children out to the library, the local shops and to play areas. This helps to raise their awareness of the local and diverse community. In addition, the childminder uses books and toys to develop their experience of other cultures and families.
- The childminder supports children's communication and language development very well. She uses simple language and clear pronunciation as she talks with children. She gives them time to hear words and respond to questions. She comments on their play, checks that they have understood what has been said and gives them time to respond. She understands that children need to hear clear words and a wider range of vocabulary. As a result, children benefit from a language-rich environment, which supports development well.
- Children develop a love of singing as they sing songs together. They confidently request favourite books, and the childminder makes sure there is time to enjoy reading together. For example, children choose a favourite story after lunch as they have quiet time before nap.
- Children learn about the importance of healthy lifestyles. The childminder encourages them to develop an understanding of healthy eating. For example, children grow various fruits, which they enjoy eating as a snack. Children are learning how to keep their teeth healthy through regular brushing. They have plenty of opportunities to run around and climb because they go to the play park a short distance from the childminder's home on a daily basis.
- Partnerships with parents and other professionals are good. Parents say they feel lucky to have found her and that she has contributed significantly to children's happiness. They appreciate the regular updates on children's progress. The childminder liaises closely with other professionals so that she can support children's development. For example, she follows advice about how to encourage children's development in speech and language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder talks confidently about the signs and symptoms that may alert her to a child being at risk of abuse. She completes a wide range of safeguarding training on a regular basis. This means that she knows the correct process to follow to report concerns. She is alert to the signs that a child may be at risk of extremist views and knows how to raise her concerns. The childminder completes regular risk assessments. This helps her to make sure that her home is a safe environment for children to play. She supervises children well during all activities, while also supporting their independence.

What does the setting need to do to improve?

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

- provide more opportunities for children to enhance their sensory development and explore in open-ended play
- broaden knowledge and understanding of other aspects of child development, such as how children like to learn through schema play.

Setting details

Unique reference number	255419
Local authority	Walsall
Inspection number	10289478
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 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	27 November 2017

Information about this early years setting

The childminder registered in 1992 and lives in Walsall. The childminder operates Monday to Friday, from 7am to 6pm, all year round. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Juliette Freeman

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The views of parents were gathered through written feedback and taken into consideration by the inspector.
- The inspector viewed documents, including paediatric first-aid certificates and suitability checks.
- The inspector observed the childminder and her interactions with children.
- The childminder spoke to the inspector about their intentions for children's learning.

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