

Childminder report

Inspection date: 8 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They demonstrate the positive bonds they have made with the childminder. For example, they call out her name and seek her out when they are in need of reassurance. Children behave well. Children generally show a willingness to engage with the activities on offer to them. They play cooperatively with the childminder. For example, they smile as they successfully sort different-coloured objects into the right pile. Children also enjoy sensory activities, such as making different prints in play dough. They happily shout out 'dinosaur' and laugh as they make the sound 'roarrrr'.

Children demonstrate their understanding of different animals. For example, they call out 'hippo' as they catch a plastic hippo using tubes in the water. They make sounds, smile and laugh as they look at the different pictures inside stories and books. The childminder regularly assesses children's development to identify what they need support with. She seeks support and advice from other professionals where there are concerns about a child's development. This ensures that children receive the early help they require. Children make good progress in their learning from their starting points.

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

- The childminder shows a lot of patience and care towards children and understands their individual needs. For example, she is able to recognise when they become upset and offers them cuddles for reassurance. Children respond well to the childminder as they listen and follow her instructions.
- The curriculum covers all areas of learning. The childminder uses stories and rhymes to support children's language development. She also surrounds the children with language as they play. The childminder plans a range of activities for the children to engage in. However, at times, these activities become overly adult-led as the childminder continually makes suggestions of what children should do rather than let them explore independently.
- The childminder finds out children's starting points from parents. She also completes her own baseline assessments and observations to find out what children need support with. The childminder then sets next steps for the children through discussions with their parents. This contributes to the progress children make in their learning.
- Parents speak positively about the childminder. They comment that their children are settled at the childminder's and like to attend. The childminder keeps parents informed of their child's progress. This supports them to continue to extend their child's learning at home. Where children are due to transition to other settings, the childminder shares key information with them, so they are able to meet the needs of the children. This ensures the continuity in the care

and/or learning for children and supports their emotional well-being.

- Children are provided with a range of balanced meals, which are all freshly prepared. The childminder encourages children to wash their hands before and after meals. She also provides lots of opportunities for children to be physically active. This is through dancing activities and also trips to the local park. This supports children to start to learn how they can live healthy lifestyles.
- The childminder takes steps to ensure that food given to children is safe for them to eat. For example, she takes into consideration any allergy or dietary requirements. She also demonstrates her good understanding of how to prepare food for the children. For example, by checking that food has cooled down before it is offered to children. In addition, the childminder cuts up some foods into smaller pieces to minimise any choking hazards.
- The childminder encourages children to play alongside others. At times, she also seeks parental permission for children to join in with celebrating some festivals throughout the year. The childminder supports children to learn about themselves and others. Consequently, children show care and respect towards each other and the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge of safeguarding is secure. She recognises the different types of abuse. This includes, the 'Prevent' duty and female genital mutilation. The childminder demonstrates her knowledge of who she would contact to get support and advice from if she is concerned about the welfare of a child. The childminder also knows the action she should take if an allegation is made against her or anyone in her household, this includes reporting to Ofsted. The childminder completes regular risk assessments to ensure that her setting is safe and suitable and the setting is clean throughout.

What does the setting need to do to improve?

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

- increase opportunities for more child-led activities for children to further extend their own learning.

Setting details

Unique reference number	2570082
Local authority	Sandwell
Inspection number	10239316
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in January 2020. She lives in West Bromwich. The childminder holds a level 3 qualification in childcare. She operates Monday to Friday, 7am to 6pm all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed feedback from several parents during the inspection and took account of their views.

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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