

Childminder report

Inspection date: 11 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 demonstrate fantastic attitudes towards learning. They are highly motivated and eager to join in activities of their choice from the moment they arrive. Children's play is animated and imaginative. For example, they alert everyone to a 'pretend fire' in the kitchen. They constantly discuss their prior knowledge to influence ideas and lead their play. For example, children pretend to get milk from the udders of a toy cow to make a cup of tea. Children benefit from rich learning experiences that help them to remember learning long term.

Children are lively and demonstrate happiness through positive emotions. For example, they celebrate their achievements when they put out the pretend fire, and they are proud to receive a sticker from the childminder when they try hard. Children's behaviour is excellent, and they listen well to house rules. For example, children know to say 'hello' to the family cat instead of petting it.

Children have high expectations for what they can do. For example, they say, 'I can do this', as they spread butter on their sandwich. They constantly try hard to achieve their desired outcomes. For example, they rearrange the play fruit on a plate several times to ensure the fruit will not fall. They show confidence and determination in their physical skills as they slowly walk across the room to serve the fruit salad.

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

- The childminder plans purposeful activities in the setting as well as in the local community. She plans a wide range of valuable learning experiences that ensure children acquire the skills they need for their future academic success. For example, the childminder provides children with opportunities to explore pretend food and role-play knives. This helps children to develop knowledge and control in their physical movements prior to making their own sandwich using real knives.
- Children progress very well in their communication skills. The childminder skilfully weaves language throughout the curriculum. For example, the childminder engages in regular conversations with children about their learning, and she effectively uses familiar stories to enhance their understanding of other subjects taught. Children are highly inquisitive and ask many thoughtful questions to enhance their understanding.
- The childminder emphasises the importance of teaching children about healthy lifestyles. As a result, children understand the effect that healthy eating has on their bodies. They absorb the healthy eating concepts and use this knowledge in their play. For example, they say, 'raspberries are healthy and give us energy.' Children enjoy making a salad during routine play.

- The childminder constantly nurtures good hygiene practices. For example, she models effective handwashing, and children sing songs as they wash their hands. They confidently dry their hands with their own towel. Children develop good hygiene habits. Children receive a good level of support to be independent, such as counting strategies that help them to find their own towel. However, the childminder does not identify all aspects of the routine where children can be further independent.
- Children's safety is paramount. For example, the childminder is extremely conscious of cross-contamination when preparing meals containing allergens. She effectively supervises children to prepare food. This ensures that the allergen is not inadvertently transferred and that the children learn about allergies. Children are aware of the needs of their friends and know that their peers cannot eat dairy. They know which types of food are unsuitable and say that 'cream cheese is made of dairy'. This demonstrates children's understanding to keep themselves and others safe.
- Respectful relationships are evident. For example, the childminder slowly introduces children to the potty when they seem worried. Their emotional well-being is at the forefront of all decisions made. This significantly contributes to children's outstanding behaviour and ensures their future success. Parents identify how supportive the childminder is. They say that 'she is inclusive of all children to support their needs.'
- The childminder is mindful of the experiences she and her assistant provide to children. For example, she observes the assistant to offer guidance and enhance their practice. This constant self-evaluation helps to create objectives for improvement and prioritise training. However, the childminder has not yet established a strong relationship with other professionals for those children who attend another setting. Therefore, she cannot fully support children to enhance their learning alongside what is being taught elsewhere.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is extremely confident to discuss child protection and safeguarding issues, including female genital mutilation and the risks of technology. Children took part in a 'safety week' that helped to enhance their understanding of how to keep themselves safe, including activities that promote online safety. The childminder has strong knowledge of radicalisation and extremist views that may put children at risk of harm. She has a secure understanding of different types of abuse and the correct procedures to follow should she have concerns about a child's welfare. Policies are easily accessible should she or the assistant need to reflect on procedures to enhance their safeguarding knowledge.

What does the setting need to do to improve?

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

- raise expectations even higher to further promote children's independence
- build stronger relationships with professionals when children attend more than one setting to enable a regular two-way flow of information.

Setting details

Unique reference number	2574459
Local authority	Walsall
Inspection number	10250884
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	0 to 3
Total number of places	3
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Walsall. She operates from 7.30am to 5.30pm, Tuesday to Friday, all year round, excluding bank holidays and Christmas holidays. The childminder is eligible for funding for two-, three- and four-year-old children. She holds a suitable qualification at level 6 with qualified teacher status. She works with an assistant.

Information about this inspection

Inspector
Mikaela Stallard

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 provider and has taken that into account in their evaluation.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector spoke to two parents during the inspection and took account of their views.
- 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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