

Childminder report

Inspection date: 3 April 2025

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 greeted with cuddles as they enter the home of this caring childminder. The childminder takes time to talk to parents about their children during the transition from home into the setting. This ensures continuity for children and helps them to feel safe and secure.

Children are independent learners and show positive attitudes to learning. They select from the resources on offer and are curious to investigate their chosen toy. For example, when they select a musical instrument, they press the different buttons to find out what tunes they can make. Children enjoy ball games with the childminder, focusing on taking turns by passing the ball to each other. They are excited as they play with small farm animals and group the same animals together. Children are highly engaged in playing with the indoor static car. They focus on opening and shutting the door, press the horn and show great excitement as it makes a loud noise.

The childminder is a positive role model for children. She is extremely respectful of children and praises them for trying. She thanks children for doing their best. As a result, children behave exceptionally well.

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

- The childminder gathers information from parents to understand their children prior to them joining the setting. This information helps her to plan and decide what each child can do and needs to learn next. As a result, the childminder has designed a curriculum to meet the unique needs of the children in her care.
- Children are developing their fine motor skills. For example, they select from a range of plastic reels and beads and feed through the lace. The childminder guides and models this learning by gently reminding children to push the lace through the reel. In addition, she helps children to build the muscles in their wrists by using their hands to push and roll a ball. This helps to prepare children for early writing.
- The childminder supports children's mathematical learning. For example, she sits beside children and waits and notices which shapes children are pressing on the shape sorter. She teaches children by naming the shapes, such as circle and square. The childminder helps children to use numbers in their play by talking about the number of ducks they have selected.
- The childminder is responsive to children when they show they are interested in farm animals. For example, she follows this interest by setting out a range of farm and animal resources and plays alongside children, being an active part of their play.
- Children benefit from healthy snacks and good hygiene practices. For example,

they are encouraged to try different fruits, such as oranges. The childminder follows good hygiene practices and ensures that nappy changing respects children's privacy. However, the way that she changes children is not appropriate to ensure their safety and comfort. That said, the childminder demonstrates her ability to reflect on this and implement changes swiftly.

- Parents report that the childminder is fantastic and she treats their children like her family. They say that their older children who have now left this setting benefited from her care. Parents report that their children's experience at this setting is brilliant. They are happy with the information they receive at the end of the day about what their children have been doing and care routines. However, the childminder does not share information with parents about what their children need to learn next, so that they can support this at home.
- Children are developing their personal and social skills. The childminder completes risk assessments prior to taking children on outings in the community. She supports children to socialise with other children at toddler groups so they learn about sharing and taking turns with a larger group of children.
- The childminder is reflective of her practice and knows that completing specific training on speech and language will help her to identify children who may need further support in their communication and language skills. The childminder ensures that her knowledge and skills remain up to date to support her practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- review the arrangements for nappy changing to ensure children's comfort and safety
- further improve information-sharing with parents about their child's next steps in their learning, so that they can continue to support this at home.

Setting details

Unique reference number	260720
Local authority	Walsall
Inspection number	10380820
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	25 June 2019

Information about this early years setting

The childminder registered in 2001 and lives in Pelsall, Walsall. She operates her childminding setting all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for any eligible children attending.

Information about this inspection

Inspector

Dal Malhi

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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 and inspector discussed how the curriculum had been implemented and the impact that this was having on children's learning.
- The inspector observed the quality of education being provided 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.
- Parents shared their views of the setting with the inspector.

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 2025