

Childminder report

Inspection date:

6 August 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder continuously reflects on the indoor learning environment, making appropriate changes to meet the needs of the children who attend. For example, she has added a handwashing station into the main room to strengthen younger children's self-help skills. Children have independent access to toilet facilities and eat in the main room, remaining within the childminder's sight and hearing. This promotes their safety. However, the same level of care is not given to the outdoor learning environment. For example, the childminder does not assess risks in the garden effectively to minimise minor hazards to children. Furthermore, not all children benefit from consistently high-quality interactions with the childminder to help them to make good progress in their learning alongside their peers.

Despite this, children enjoy spending time outdoors and being physically active. They visit local playgroups, soft-play areas and the library, where they engage in stories, singing and physical play. They excitedly run around kicking a football with focus and control. When children show elevated energy levels, the childminder redirects their attention and behaviour by introducing action songs where they move with intent. Children have opportunities to practise their fine motor skills indoors and outdoors. For instance, they happily scoop rice to fill a variety of different-sized pots and use tweezers to pick up big and small pom-poms. This strengthens children's hand-eye coordination.

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

- Although the childminder conducts daily outdoor checks, she does not fully identify all potential risks to children. For instance, some of the resources are riddled with algae. There is rubbish and other foreign objects on the garden floor. Additionally, there are some broken bricks, which have come from an eroding brick wall. Although these hazards only pose a minor risk, they could cause potential harm if not addressed.
- The childminder introduces size, language and basic counting as children play. For instance, she describes what a triceratops looks like by counting its horns. As children engage in rice play, she counts their scoops. This promotes their mathematical development. However, the childminder does not consistently provide all children with high-quality interactions. At times, the more communicative children dominate her time and attention. This means that some children's emotional and learning needs are overlooked.
- Children demonstrate a love of books. For instance, they independently select books, turn the pages and look at the pictures. The more communicative children confidently retell stories, using the words and phrases that they have previously learned. The childminder repeats what children say to ensure they hear words clearly to strengthen their language growth. However, at times, the

questions that she asks children are in quick succession. This has an impact on children's ability to think, respond and verbalise what they know.

- Children know routines well. For example, they eagerly rush to put on their shoes before going outdoors and collect a pillow prior to engaging in the daily music and movement activity. Occasionally, the childminder does not help children to understand what is expected of their behaviour, and during times when expectations are clear, children do not always do what is being asked. This has an impact on their generally good behaviour.
- The childminder works in close partnership with parents and carers. For example, she sends them regular photos and reports, keeping them fully informed about their children's learning. When parents share concerns about children's progress, the childminder reassures them, giving them ideas to strengthen their children's developing skills at home. Parents speak highly of the childminder. They say, 'The setting is like a home from home.' Children always arrive happy.
- The childminder uses children's individual interests to plan the curriculum, providing activities and resources to enhance their next steps. She uses observation and assessment to monitor their development, helping her to identify children who may need focused support. She has recently found out about a toolkit that she aims to use as an intervention to support children's early speech and language development.
- The childminder works closely with local authority advisers, attending training and seeking support and guidance to strengthen her practice. Since completing relevant childminder training, she has sought her own professional development in areas that she would like more knowledge in, including in brain development to further understand the impact this has on children.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve current risk assessments in the outdoor area to remove minor hazards before they become potential risks	23/08/2024

ensure all children consistently benefit from high-quality interactions, strengthening their emotional and learning needs to ensure they make good progress alongside their peers.	03/09/2024
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To further improve the quality of the early years provision, the provider should:

- evaluate practice to further support children's behaviour, ensuring expectations are clear and followed by all
- develop effective questioning techniques, ensuring children have more time to think, respond and verbalise what they know.

Setting details

Unique reference number	2679761
Local authority	Walsall
Inspection number	10360498
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the Pelsall area of Walsall. The childminder operates from 8.30am to 5pm, Monday to Thursday, all year round apart from bank holidays and family holidays. She receives funding for two-, three- and four-year-old children.

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The views of parents were considered by the inspector, through verbal discussions and emails.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on 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.

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