

Childminder report

Inspection date: 5 December 2024

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

The childminder provides a welcoming and homely setting where children feel safe and secure. They form positive attachments with the childminder, who is nurturing and caring. Children show they are confident in the childminder's home. They hold onto visitors' hands when they arrive and excitedly invite them to join in with their play.

The childminder plans her setting to enable children to freely explore the environment and access resources independently. She plans activities that consider children's interests and next steps in learning. For instance, children have access to a range of activities to develop their control of tools, such as play dough and gluing activities. Children also have free access to painting where they explore colour mixing and practise using different tools, such as paint brushes and sponge rollers. This helps children make their own choices around play and build on their existing knowledge.

Children feel safe to express themselves and what they would like, knowing the childminder will listen to their needs. Children confidently ask for the binoculars and begin to explore the environment, confidently identifying when items are big and small. These experiences help build on children's awareness of basic mathematical concepts.

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

- The childminder's curriculum is well sequenced. She seeks relevant information from parents when children first start of what they know and can do. She builds on this information with her baseline assessments and knowledge of child development to create individual learning intentions and activities that reflect the needs of children in her care. The childminder has a clear understanding of how to support children's learning.
- The childminder knows children well, and she identifies children's interests and uses these to provide adult-led activities that promote children's individual learning. However, at times, children do not remain motivated and engaged, meaning they spend short amounts of time at activities and move on quickly to find something else.
- The childminder takes children on regular visits in the community, including stay-and-play groups, the local farm and other places of interest in the community. These visits support children's social development as well as their understanding of the world around them.
- The childminder has a strong understanding of the self-care skills that children need to learn. She encourages children to do things for themselves. For example, children wipe their own noses, pour their own drinks and tidy up.

Children feel competent and confident. This supports children to develop high levels of independence.

- Children are learning good language skills. The childminder uses a range of approaches to develop and build on children's communication. She models new words, such as 'injection' and 'volcanos'. The approaches she uses support children to extend and expand their vocabulary.
- Mathematical concepts are naturally woven through the childminder's practice. She regularly uses prepositional language and discusses shapes throughout the day. For example, while playing hide and seek, she uses language such as 'under' and 'behind'. These opportunities help children to develop a positive attitude and interest in early mathematics.
- The childminder acts as a good role model for children. She speaks to them respectfully and consistently uses and encourages good manners. As a result, children use their manners appropriately, and where manners are sometimes forgotten, she gently reminds them.
- Parents' feedback is overwhelmingly positive. They comment that the childminder goes above and beyond to provide experiences for children that they 'continually talk about', leaving lasting memories. Parents highlight the support they receive, including activity ideas and books for home learning. This supports a collaborative approach between the childminder and parents to help children's progress.
- The childminder has a positive attitude and commitment to her ongoing professional development. Since registering, she has continued to keep her knowledge and skills up to date through training and research, including training to support children's communication and language. The childminder uses the knowledge she has gained to implement new ideas and strategies that benefit the children in her care.

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

- develop adult-led activities further to help children remain motivated and engaged for even longer in their play.

Setting details

Unique reference number	2683433
Local authority	Sandwell
Inspection number	10365799
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	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in West Bromwich. She operates all year round, from 9am to 6pm, Monday to Thursday, except bank holidays and family holidays. She offers government funded places for children. The childminder holds an appropriate early years qualification at level 6.

Information about this inspection

Inspector
Danie Ellson

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector reviewed written feedback from parents 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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