

Childminder report

Inspection date: 13 November 2024

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

The childminder successfully creates a warm, welcoming environment for children. She uses a few simple, routine activities that children do when they arrive, and these help them settle quickly. For example, they find their own name label to confirm they have arrived, and change out of their shoes into their slippers. This also helps to create a pleasant and homely feel.

Children's early language development is encouraged and supported very well. The childminder often starts singing nursery rhymes with the children and they excitedly join in. Stories are very much part of the daily routine, and favourite books are available for children in all areas of the childminder's home. As a result, children often pick up a book and look at the words and pictures. Furthermore, the childminder uses a language screening assessment to help her check children's language development. She successfully uses this information to plan appropriate activities that support their progress.

Children's behaviour is excellent. The childminder's carefully considered and established routine is simple for children to follow. She takes time to explain what is happening now and next. As a result, children understand the clear and consistent boundaries in place. Furthermore, the childminder speaks with children in a very respectful and calm manner. Children's manners are impeccable and they are kind and considerate towards their friends.

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

- The childminder's passion and enthusiasm for her provision for children is very evident. She has really thought carefully about her curriculum and what she is offering the children and their families. She works in very close partnership with her co-childminder and, as a result, her ethos for her setting is successfully embedded. She has used her extensive experience in teaching to help her focus on what children need to learn to make good progress.
- The childminder has an excellent understanding of child development. She knows the children very well and observes them closely to find out what they can do. The childminder is adept at using her in-depth knowledge to plan interesting and exciting activities that encourage progress across all seven areas of learning.
- The childminder accesses a wide range of training and uses the knowledge gained to help her reflect on and improve her provision. Her experience educating children means that she has been able to quickly embed her own ideas into a well-structured curriculum for children. As a result, children make good progress over time.
- The childminder obviously enjoys her time with the minded children. She and

her co-childminder work closely with their assistants, and this means that children are supported well. They help children solve problems, for example, as they decide together the best way to place wooden blocks across their 'river' to help get to the other side. However, teaching is not always consistent in offering challenge, particularly for older or most-able children, so that they make even better progress.

- Children enthusiastically play with the wide range of interesting resources and exciting activities that have been carefully planned by the childminder. They explore natural items, real equipment, and loose parts, and this helps them develop their imagination. They sort objects into categories as they put the kitchen utensils in the pans. They listen to the noises the home-made musical shakers make as they move them about.
- Children benefit from a wide range of experiences, which have been carefully planned by the childminder. She makes sure that children access an environment that supports learning through play, alongside some structured activities. The childminder's long term focus for children is on getting them ready for school. Activities, such as learning simple phonetic sounds and recognising familiar letters and numbers, help her achieve this for children.
- Parent partnerships are strong and effective. The childminder uses an electronic platform for communication, alongside daily verbal feedback. This means that information is continually shared so that parents know about their children's development. Parents say that the childminder knows their children well and they feel comfortable leaving them in her care. They comment that they are so pleased with the homely setting, where children learn and play happily.
- The childminder has a secure knowledge and understanding of how to support children with special educational needs and/or disabilities effectively. Partnerships with other professionals and her approachable relationships with parents help to ensure that she meets the needs of all 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:

- consistently provide more challenge in child-led play activities for those children who are older and most able.

Setting details

Unique reference number	2686744
Local authority	Sandwell
Inspection number	10365672
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 4
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She works from a premises in Tipton, West Midlands. She operates all year round from 7.30am to 5.30pm, Monday, Wednesday and Thursday. She works alongside a co-childminder and assistants. She holds a level 6 qualification with qualified teacher status. The childminder receives funding to provide early years education for any eligible child.

Information about this inspection

Inspector

Juliette Freeman

Inspection activities

- The inspector observed the quality of teaching and interactions between the children and the childminder, co-childminder and their assistants.
- The childminder described how she makes sure that the setting is safe and secure for children.
- The inspector took account of the written views of parents.
- The inspector spoke with the childminder about her ethos and curriculum for children, and how she organises her setting.

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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