

Childminder report

Inspection date: 20 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 designs the learning environment to ensure children have independent access to resources that she knows will engage them. Children show they are well motivated to play and explore. They make confident choices about what they want to do. The childminder involves the children in the decision making throughout the daily routines. Children decide when they want to have snack and what they would like to eat.

The childminder supports children's communication and language skills well and prioritises this as part of her curriculum. She uses topics such as Christmas to help children learn associated words and talk about their experiences. This includes singing songs and reading topic-related books. Conversations flow freely and the childminder takes care to include each child in the discussions. The childminder provides clear language models that help children to understand how to pronounce words. All Children progress well.

The childminder provides children with gentle, nurturing interactions. Children are relaxed and happy in her care. They regularly approach her for cuddles. Children respect the childminder and understand her expectations, such as the rules they must follow during the walk to the local school. The childminder uses this part of the daily routine to support children's independence, such as dressing in their outdoor clothes.

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

- The childminder reflects on her practice and sets herself self-improvement goals. She identifies training opportunities to help her to extend her knowledge of child development. Recent training helped her to explore teaching techniques to support children's communication and language development.
- The childminder completes regular assessments of children's development, including the progress check at age two. She has a clear overview of the learning priorities for each child. However, the childminder does not use this information as well as possible to plan learning experiences that precisely focus on helping children to meet their individual development needs and make the best possible progress.
- The childminder works closely with parents. Parents appreciate the childminder's communication about their children. They say that the childminder is dedicated and provides children with a variety of activities that they enjoy.
- The childminder understands about working with outside agencies when children need additional support in meeting their development milestones. However, the childminder does not routinely exchange information with other settings where children also attend to provide continuity for their care and learning.

- The childminder understands children's particular play interests and provides activities that support this. This includes a variety of role-play experiences. Children recreate roles and experiences, such as being a vet or doctor. Younger children especially enjoy the interactive toys that play their favourite songs. They concentrate well as they listen to the songs and sing along to them.
- The childminder ensures that children benefit from plenty of opportunities to be active as part of her provision for their physical development. This includes the use of a variety of equipment in the childminder's garden and accessing the local parks and soft play areas. The childminder provides children with opportunities to build their small muscle control, such as peeling stickers and practising their scissor skills. Mark making is readily available for children to access when they choose to. Children concentrate as they colour in pictures.
- The childminder incorporates mathematical learning throughout activities. This includes helping children to name shapes, count and sort objects according to their colour. The childminder makes good use of opportunities that arise in books to support children's mathematical knowledge. Children learn to recognise the total number of objects in a small group without counting them.
- The childminder is clear about the strategies she uses to help children to manage their feelings and behaviour. She knows how to support children through the different stages of their development. The childminder introduces a variety of games and role-play activities to help children to play alongside each other, share and take turns. She takes children to local playgroups so they can build a wider circle of friends and enhance their social skills. Children successfully learn to be confident in a range of social situations.
- The childminder provides children with nutritiously balanced food and healthy drinks. She helps children to consider healthy food options, such as for sandwich fillings. Water is always available for children so they can remain hydrated. They learn about following good hygiene routines after toileting and before eating.

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:

- use information gathered from assessments to inform planning and help children to continuously progress towards their individual development milestones
- extend partnership-working with the other settings where children also attend to provide continuity in their care and learning.

Setting details

Unique reference number	2688074
Local authority	Sandwell
Inspection number	10363703
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 11
Total number of places	3
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She operates Tuesday to Friday from 7am to 5pm, all year, except for bank holidays and family holidays. The childminder provides funded places for children aged from nine months to four years.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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.
- Children interacted with 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.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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