

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

Children settle very well and enjoy coming to this childminding setting. This is because the childminder develops secure relationships with them and their families. Children seek her out for guidance and reassurance, which is offered promptly. The childminder uses a cuddly bear to encourage aspects of personal and emotional development. Children take this bear home with them and are excited to tell their stories of the adventures they have together.

Children's communication and language development is nurtured very well. Nursery rhymes are cheerfully sung throughout the day and favourite stories are enjoyed together. The childminder has made story sacks that children can take home with them. This supports a love of reading at home as well as in the childminding setting.

Children behave exceptionally well. This is because the childminder has clear and consistent boundaries which children know about. In addition, the routine is easy to follow and established. This helps children to know what is happening next and gives them time to play. Furthermore, their manners are impeccable and they are kind and considerate towards others. This is because the childminder talks with children about being respectful and is a sympathetic and thoughtful role model.

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

- The childminder is passionate about her provision for children. She has thought very carefully about the uniqueness of her setting, her ethos, and the curriculum for children. She works very closely with her co-childminder and is supported by their assistants. She has used her extensive experience of working with children to inform her own practice.
- There is a clear commitment from the childminder to ongoing reflection and improvement. This focus has helped the childminder to quickly embed her own ideas and thoughts about her provision into a secure curriculum for children. As a result, children make good progress over a period of time.
- Children make good use of the wide range of resources made available by the childminder. These include, natural items, real equipment, and loose parts, which they use to develop their imagination. For example, children make pies and cakes using the kitchen utensils and compost in the outdoor mud kitchen area.
- Children enjoy a good range of experiences in an environment that supports learning through play alongside adult-led and structured activities. The childminder's long term focus for children is on getting them ready for school. She does this by observing children closely to find out what they can do. This information is used to plan interesting and exciting activities that encourage progress across all seven areas of learning.

- The childminder makes available some resources, such as tissue paper and glue, for children to use if they choose. Children experience a range of art and creativity through the childminder's planned activities. They follow instructions to make friendship bracelets using pipe cleaners and beads. The childminder uses this as an opportunity to talk with children about being a good friend. However, the childminder does not consistently provide children with enough opportunity to access a wide range of creative materials during child-led play. This means that they do not have time to explore their own creative ideas and make decisions about their designs.
- Children are supported well by the childminder, alongside her co-childminder and her assistants. They obviously all enjoy caring for and educating the children. They are interested in what children say and do as they play. Together they thoroughly enjoy a very physical game of 'What's the time Mr Wolf?' on the large grassed area near to the childminder's home.
- The childminder's understanding of how to support children with special educational needs and/or disabilities (SEND) is strong. She works closely with other professionals and with parents to ensure she is fully able to meet the needs of all children.
- Partnerships with parents are very strong. The childminder uses an electronic platform for communication very effectively. This helps to ensure that parents know about their children's development and also what children have been enjoying while attending. Parents comment that the childminder is friendly, approachable, and always has time to talk about their children. They say they feel comfortable and safe leaving their children in the childminder's 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:

- provide more regular opportunities for children to access a wider range of creative materials and explore their own creative ideas in their freely chosen play activities.

Setting details

Unique reference number	2702430
Local authority	Sandwell
Inspection number	10365671
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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 and lives in Tipton. She operates Monday, Wednesday and Thursday, from 7.30am to 5.30pm. She works with a co-childminder and assistants. The childminder receives funding to provide free early years education for any eligible child.

Information about this inspection

Inspector

Juliette Freeman

Inspection activities

- The inspector observed interactions between the childminder, co-childminder, assistants and the children and assessed the quality of teaching.
- The inspector took account of the views of parents.
- The childminder showed the inspector the premises and described how she makes sure it is safe and secure.
- The inspector viewed a selection of key documentation.
- The childminder described how she organises her provision for children.

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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