

Childminder report

Inspection date: 3 October 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 pays close attention to her planning of the learning environment to ensure that children are well motivated to play and explore. She makes regular changes to the resources that are available to children so there is always something fresh and exciting to play with. The childminder places a strong focus on helping children to make decisions and lead their play. This helps all children to develop and explore their own ideas. They become confident, independent learners.

The childminder is committed to providing children with a broad range of learning experiences that include opportunities they may not have encountered before. She plans lots of learning experiences in the local community so children can develop their social skills and confidence in a range of settings. For example, the childminder takes children to various parks, wooded areas and soft play centres to help to support their physical development as they play with friends.

Children respond positively to the childminder's gentle reminders relating to her expectations for their behaviour. This includes understanding their responsibility to tidy away equipment after they have played with it and learning they must sit down while they eat. Children show they feel happy, safe and secure in her care.

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

- The childminder reflects well on the service she provides and identifies aspects of her practice to improve upon. She is currently considering how she can extend her repertoire of teaching skills and strategies even further. Although the childminder engages in some professional development, this is not precisely targeted on the aspects of her practice that would benefit her most and reflect her development plans.
- The childminder has a strong understanding of child development and how young children learn. She uses her observations of children's achievements to plan well for their overall learning. However, the childminder does not use this information as well as possible to precisely identify how she will focus her teaching to help children build on their current language skills.
- Partnership working is strong. The childminder understands the importance of sharing information with other settings that children attend. She keeps parents well informed about the progress their children are making and encourages them to share information about children's achievements at home. Parents explain how their children come home singing new songs and share details about their new knowledge.
- The childminder's curriculum is well planned to help babies and very young children to develop resilience and ability to manage their feelings and behaviour.

She skilfully helps babies to separate from their parents and gradually gain the confidence so they need less adult reassurance. The childminder focuses on helping children to learn there are times that they need to wait for what they want and helps them learn to share.

- The childminder is a skilled teacher and recognises how she can use opportunities that arise during children's play to support their learning. She makes good use of books to support children's learning which includes mathematical knowledge and understanding of the world. The childminder recognises when to adapt her teaching and move the play into a new direction to keep children's learning progressing. All children make good progress in their learning.
- The childminder plans well for children's physical development. She understands the importance of helping children to build strength in a range of large movements and how to break this down into achievable learning steps for each child. For example, to help children manage climbing the stairs, she helps children learn how to put two feet on each step first then use just one foot on a step. She recognises the importance of supporting children's coordination to learn to jump and develop their balance on one and two feet. She provides children with many opportunities to build their hand strength and hand-eye coordination, such as during threading activities and playdough.
- The childminder helps children to gain confidence in their own abilities and to manage everyday tasks for themselves. Children help to prepare their snack and the childminder encourages them to persevere if they cannot complete a task straight away. She provides children with praise and encouragement and celebrates their achievements. Children show they feel confident and are eager to learn.

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:

- identify and engage in professional development opportunities that are precisely focused on building on existing knowledge and skills
- plan more precisely to help accelerate children's progress in their communication and language.

Setting details

Unique reference number	2756875
Local authority	Sandwell
Inspection number	10349476
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 9
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 was previously registered with a CMA between 2021 and 2023, they registered with Ofsted in 2023. The childminder lives in Oldbury. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers the government funded places for children.

Information about this inspection

Inspector

Anne Dyoss

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and assessed the impact that this was having 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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