

Childminder report

Inspection date:

17 November 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and homely atmosphere. Young children snuggle in for cuddles and settle quickly, showing that they feel safe and secure. Children's independence is encouraged. They have space to play and explore, and to choose different toys and games. The childminder encourages them to make choices about what they want to play with. The environment is child-centred, and children enjoy exploring the activities which keep them motivated and engaged for long periods.

The childminder promotes good behaviour and manners. She supports children with words of encouragement and positive praise. This warm and kind approach helps children behave well and supports their relationships with others. Children behave very well at this setting. Snack time is a social time and children demonstrate that they are making healthy choices as they discuss their favourite fruits. The childminder uses this time to promote independence as she encourages the older children to cut up strawberries and bananas. Younger children are supported by the childminder to hold cutlery correctly. Children are provided with a range of outings to widen their experiences. For example, the childminder attends local groups and meets up with other childminders to support children's social skills and help them to learn to interact with different people.

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

- The childminder has developed a curriculum that focuses on the individual needs of each child. She uses her observations and assessments of children's learning to plan the environment. Children engage in adult-led and child-led play. The childminder provides activities which are based on children's interests and what she knows they enjoy. This leads to learners being keen to participate in activities.
- Overall, the childminder's teaching supports children's communication and language skills. For instance, she models language and often provides a clear narrative during activities. However, the childminder does not consistently link children's next steps in communication and language with the activities she provides, to develop their skills even further.
- Children receive good support to develop their personal, social and emotional skills. They learn to share resources and are respectful to each other, as the childminder is a good role model. Children thoroughly enjoy their interactions with the childminder. For instance, during role play, they pretend to make cups of tea for her and are delighted when she joins in with their game. Children play happily alongside each other and develop positive relationships.
- Children develop a love of books from a young age. The childminder provides children with a range of diverse books, and they have their favourite stories.

Children enjoy the childminder reading to them. They sit and listen attentively when they are read to. Children have opportunities to practise mark making, and they thoroughly enjoy the craft activities offered to them. They name colours and concentrate well as they create their pictures.

- Children are starting to use early mathematics in their play. For example, they listen carefully and focus, as they make sets of animals. However, the childminder does not always use opportunities that arise naturally through play and routines to further develop children's mathematical understanding of counting and shapes.
- The childminder has good relationships with parents. She gets to know the families who attend and builds positive working relationships with them. The childminder ensures she discusses children's needs and interests with parents before they start attending. The childminder provides daily updates about what children are doing and regular information about the progress that they have made. This helps parents to support their child's learning at home.
- The childminder continually reflects on her provision. She knows her strengths and is keen to improve her practice. She shares new ideas with other childminders and listens to parent's feedback. The childminder is aware of the importance of keeping her knowledge up to date. Children make progress in their development from their starting points. They gain the skills and understanding they need in preparation for their next stages in learning and the eventual move on to school or nursery.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard children. She recognises the signs that may indicate a child is at risk of harm. She is confident in the processes to follow to raise a concern about a child. The childminder undertakes regular safeguarding training to refresh her knowledge. She is aware of what to do if an allegation is made against her or a member of her household. The childminder ensures that her home is clean and well maintained. She provides a safe environment for children at home and on outings, where she teaches them about road safety.

What does the setting need to do to improve?

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

- strengthen opportunities for children to develop their understanding of early mathematics through their play and routines
- ensure that planning precisely links to children's next steps in learning to make the most of all opportunities to extend children's communication and language skills.

Setting details

Unique reference number	EY268286
Local authority	Walsall
Inspection number	10234740
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	30 March 2017

Information about this early years setting

The childminder registered in 2003 and lives in Walsall, West Midlands. The childminder operates all year round from 7.30am-5pm, Monday to Thursday, and 7.30am-12.30pm, on Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqueline Coomer

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum is organised.
- A joint evaluation of a teaching activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder, and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of relevant records and documentation. This included evidence of suitability and training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022