

Childminder report

Inspection date: 18 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistants provide children with a caring, happy and safe space in which to relax and learn. Children show they have formed close bonds with staff, demonstrating how they enjoy their company. For example, the childminder and assistants gently join in with children's role-play ideas as they take the baby dolls for walks around the garden.

The childminder has created a well-organised learning environment, which inspires children to play and make choices. Children are motivated to play and learn. They sustain their interest in activities. The childminder provides children with a good range of opportunities to explore and make discoveries. Children concentrate as they mix paint to create new colours. They notice when a colour mixture resembles a rainbow.

The childminder delivers her curriculum through a wide range of interesting experiences. This includes making full use of the local community. For example, she is aware that some children continue to struggle with social anxiety following restrictions due to the COVID-19 pandemic. To help children build their confidence and manage their feelings, the childminder plans outings so they can meet and make friends in a larger group setting.

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

- The childminder reflects well on the provision and is committed to continuing her professional development. She provides her assistants with effective support, coaching and guidance so they can continually enhance their knowledge and skills. Recent training has helped them to extend their understanding of how children process their feelings, including children with special educational needs and/or disabilities (SEND).
- Overall, the childminder has developed a well-sequenced curriculum, which identifies the progressive knowledge and skills that children acquire. This helps her and her assistants to plan for and teach children so they can make good progress towards their developmental milestones. However, the childminder has not identified precisely how she will help older children to build on their physical development skills so they can make the best possible progress.
- The childminder and her assistants make effective use of children's assessment information to inform their planning and teaching. The childminder uses the progress check for two-year-old children successfully to identify if they have any developmental delays. She follows appropriate procedures to seek further professional support for children with SEND when needed. She is proactive and sets up her own intervention plans to help children who need further support in their language development.

- Teaching is good, and the childminder and her assistants follow children's emerging play interests. However, there are times when they do not identify how to adapt their teaching to enhance children's play further so that children can gain a deeper and broader knowledge and understanding.
- Children enjoy reading, and the childminder makes good use of books to support children's language development. Children excitedly lift flaps so they can take part in the reading process. They use their listening skills to consider the sounds that animals make and experiment with these. Younger children particularly enjoy exploring the sounds created as they play musical instruments.
- The childminder supports children's health well. Children enjoy nutritious snacks, meals and healthy drinks. They learn about the importance of regular handwashing. The childminder and her assistants follow effective hygiene routines. They understand about any food allergies that children have and take every precaution to manage these.
- The childminder sets clear expectations for children's behaviour, and children show respect for each other and the adults. Younger children bring toys over for their friends to use. The childminder uses opportunities that arise to help younger children learn about sharing and taking turns. For example, they wait for their turn to lift the flap in the book and to share paint.
- Parent partnerships are strong. Parents comment how they find the childminder's communication helpful in keeping them informed about their child's progress. They say how their child's face lights up when they arrive at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated and ensures that her assistants understand her policies and procedures to keep children safe. They have a good understanding of the signs and symptoms of abuse and know what to do and who to contact if they have any concerns about a child's welfare. This includes concerns about the conduct of a colleague. The childminder completes thorough checks of the premises she uses and places they visit. She teaches children to keep themselves safe; for example, they learn about road safety. The childminder implements effective policies and procedures, such as managing accidents and administering medication.

What does the setting need to do to improve?

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

- enhance planning so that teaching fully supports children to build depth and breadth of knowledge to support their understanding even further
- refine the activities promoting physical development within the curriculum so

that the knowledge and skills children need at different stages of their development are precisely identified.

Setting details

Unique reference number	EY293244
Local authority	Walsall
Inspection number	10289391
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	12
Number of children on roll	13
Date of previous inspection	23 November 2017

Information about this early years setting

The childminder registered in 2004 and works with assistants. The childminder operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays. The childminder and her assistants have an approved level 3 qualification. The childminder provides funding for three- and four-year-old 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 provider 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 early years foundation stage curriculum.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.
- 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 the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children interacted with the inspector during the inspection.

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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