

Childminder report

Inspection date: 27 March 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

Children are content and feel secure in the childminder's inviting environment. They build strong bonds with the nurturing childminder, who has high expectations for what every child is capable of achieving. Children demonstrate positive behaviours. They use good manners and respect one another and their favourite resources. They listen well and follow simple instructions from the childminder during their play.

Children benefit from a range of learning experiences that consider what skills they need to develop next. Babies have space to crawl around indoors. They demonstrate good core strength and determination, as they pull themselves up to stand at the sensory board. They have great fun feeling the different textures and objects, including keys and ribbons.

Children become confident and independent learners. They are eager to explore their environment and choose what they would like to play with. Children display great concentration and enjoyment during activities. They use spoons and ladles to transport porridge oats into different-sized bowls after reading 'Goldilocks and the Three Bears'. Toddlers extend their own learning further, with gentle support from the childminder. They willingly take off their socks and enjoy the sensation of the porridge oats between their toes.

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

- The curriculum is sequenced well and planned based on children's interests. The childminder gets to know each child as individuals and supports each of their needs well. She plans a variety of engaging activities for children. She carefully considers what children already know and what they need to learn next. As a result, all children make good progress from their starting points.
- The childminder is well qualified and has many years of experience. She regularly builds on her professional development and ensures all mandatory training is kept up to date. Generally, the childminder recognises what she does well. However, she does not always fully consider what she could do better. Consequently, at times, the childminder does not use her reflections well enough to address any minor gaps in her curriculum to continually elevate the quality of the service that she provides.
- The childminder takes children on weekly outings to support their understanding of their local community. They visit a local playgroup, which gives children good opportunities to socialise in a wider group. They learn about nature and the wider world as they explore the local park and arboretum.
- The childminder understands the importance of supporting children's communication and language development. She recognises the impact that the

COVID-19 pandemic has had on some children's development. She provides a clear narrative as children play. This supports children to gain an early understanding of what they are doing. Children enjoy accessing books and singing familiar nursery rhymes with the childminder. However, the childminder does not always maximise every opportunity to introduce more new vocabulary to support children's language skills even further.

- Children cooperate well with care routines and practices, such as nappy changing. The childminder continually interacts with children in a calm, positive and soothing way. She supports children to become independent from a young age. Babies confidently feed themselves at snack time. Toddlers demonstrate they are starting to manage their own personal needs, such as wiping their own nose.
- Children demonstrate consistently positive attitudes as they play. They are motivated to join in with all learning experiences. Children are particularly imaginative and enjoy role play. They extend their own learning as they attempt to place different-sized cuddly bears into pretend beds, after reading their favourite story with the childminder.
- The childminder works closely with parents and local schools. She routinely shares information with parents about children's care and development to support their learning at home. She supports children's transition to school by working collaboratively with their teachers. These effective partnerships ensure that children are well prepared for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of the signs that could indicate that a child is at risk of harm. She understands the procedure to follow to report any concerns she may have about a child or allegations raised against herself or a family member. The childminder maintains a safe and secure environment for children. She uses safety gates to ensure that children cannot enter some areas of her home unattended, such as the kitchen. She makes sure that the front door is securely locked at all times. This prevents children from leaving the setting unaccompanied and from unauthorised people having access to children.

What does the setting need to do to improve?

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

- continue to expand on ways to broaden children's vocabulary to enhance their emerging language skills even further
- reflect on practice more precisely to identify and address any minor gaps, to raise the quality of the curriculum to the highest level.

Setting details

Unique reference number	EY294778
Local authority	Walsall
Inspection number	10279835
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	2 August 2017

Information about this early years setting

The childminder registered in 2004 and lives in Walsall. Sessions operate all year round, from 7am to 6pm, Monday to Friday, excluding bank holidays. The childminder holds a relevant level 3 qualification. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Dale Ramsey

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 have taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The inspector observed the quality of teaching and assessed the impact this has on children's progress.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector took account of parents views during the inspection.
- The inspector checked evidence of the suitability of household members and qualifications of the childminder.

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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