

Childminder report

Inspection date: 12 December 2022

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 motivated and eager to learn. They join activities with excitement and often revisit the same activity to enhance their interests and play. For example, children practise their fine motor skills as they make numerous pairs of pretend binoculars from cardboard tubes. They peer through the binoculars to observe the wildlife in the garden and identify a 'squirrel' and a 'bird'. This shows their knowledge and understanding of the world around them.

Children demonstrate secure attachments with the childminder. For example, babies smile when familiar nursery rhymes are sung to them. They make secure eye contact and babble in response to the childminder's interactions. Children receive lots of praise for their participation in activities. For example, the childminder is overwhelmingly proud when children make progress in their learning and development. This promotes children's confidence and well-being. Parents say that children settle well. They describe the childminder as 'welcoming' and 'friendly'.

Children's happiness is of high importance. The childminder asks children whether they are all happy, which helps her to understand how they are feeling. Children feel safe. Respectful relationships are evident. For example, during nappy changing times, the childminder narrates each step of the procedure to ensure that children understand how she is meeting their care needs. She says 'ready, steady, go' and 'one, two, three' before picking children up. This helps to prepare children for the next step in their routine and positively contributes towards their good behaviour.

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

- The childminder has failed to inform Ofsted of additional people who work at the premises from which childminding is provided. Although the additional person is a registered childminder, there is a breach of statutory requirements. Despite this, there is no impact on children's health, safety or welfare, or their learning and development.
- The two childminders work well together. For example, they occasionally discuss ideas for activities. Children's play is valued and used to teach many aspects of the curriculum. For example, creative activities further promote children's mathematical skills. The childminder knows what she wants children to learn, and she promotes their individual next steps during play. This helps children to make good progress.
- The childminder attends mandatory training, and there are some improvement plans in place to better children's outcomes. For example, the childminder identifies children who need further support in their language skills. She researches to improve how she supports children's individual needs and shares

information with parents to further enhance children's interactions at home. However, the childminder does not consistently use skilful questioning techniques to encourage children to practise their language skills.

- The childminder utilises the time on school runs to further interact with children. For example, children learn about road safety. Older children learn to walk on the path side and hold the childminder's hand. This helps to keep them safe. However, opportunities for outdoor learning as part of the curriculum are not consistent. The childminder does not place enough emphasis around outdoor play. This does not help to strengthen children's physical skills, which especially affects the children who rely on pushchairs on the school runs.
- Mathematics weaves through the curriculum effectively because the childminder is constantly encouraging children to count and identify numbers. For example, children count the number of scoops they use to fill up a bag of 'reindeer food'. This helps to strengthen children's mathematical skills and prepare them for their next stage of learning.
- Children develop early self-help skills. The childminder prioritises her time to help children practise new skills. For example, babies benefit from having their own spoon during mealtimes. This helps them to practise feeding themselves and develop the skills they need to be self-sufficient at the next stage of their learning. Additionally, when older children find it hard to spoon the 'reindeer food' into a bag, the childminder offers them sufficient support to ensure that they succeed.
- The childminder has built effective relationships with parents and staff at the local school. She ensures that daily conversations take place to learn what children can do, and she seeks the views of children to understand what they enjoy doing at school. This collaborative approach helps the childminder to plan her curriculum to support continuity in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Both childminders understand their responsibilities to keep children safe. They identify the signs and symptoms that could indicate a child is at risk of harm, and they know who to report to should there be any concerns about a child's welfare. There are clear procedures to follow should any concerns arise about the suitability of any persons in contact with children. The childminder ensures that any hazards are appropriately minimised to promote children's safety. For example, children are supervised as they play, eat and walk to school. There is a clear mobile phone policy in place.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve knowledge and understanding of the requirements to notify Ofsted of any person working at the premises from which childminding is provided.	26/12/2022

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

- place greater emphasis on the outdoors to enhance the curriculum effectively and provide opportunities for all children to take part in physical activity
- build on professional development to strengthen questioning techniques to further enhance children's language skills.

Setting details

Unique reference number	EY318201
Local authority	Walsall
Inspection number	10263862
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	6
Number of children on roll	9
Date of previous inspection	15 May 2017

Information about this early years setting

The childminder registered in 2005 and lives in Sutton Coldfield, West Midlands. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She offers funded early education for two-, three- and four-year-old children. The childminder works with another registered childminder.

Information about this inspection

Inspector

Mikaela Stallard

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 setting.
- The childminder and the inspector had a tour of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector received letters from several parents during the inspection and took account of their views.
- The inspector reviewed relevant documentation, including evidence of the suitability of those working in the household.

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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