

Childminder report

Inspection date:

11 September 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enter the childminder's inviting home happily and settle quickly. They develop close attachments with the childminder and clearly enjoy her interactions with them as they play. Children develop a love of books and stories. At story time, they eagerly snuggle up close on the childminder's lap and listen intently. They point to objects of interest on the pages and name familiar items. Children enjoy daily walks and exploring the local environment. The childminder encourages children to collect leaves and twigs as they explore the natural environment of the local woods. Children are keen to take what they have found back to the childminder's home and use the items to create collages on their return.

The childminder has high expectations for children's behaviour. She teaches children to be polite and respectful of others and to share. Children are kind to each other. For example, a child regularly offers a drinking beaker to another child to see if they would like a drink. The childminder helps children to develop their independence. Children enjoy the small tasks she allocates, such as helping to tidy away the toys at snack time. Children are very content in the childminder's care and engage in a variety of activities, which they enjoy. They demonstrate a positive attitude towards learning.

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

- The childminder is keen to provide a good-quality provision. Since the last inspection, she has worked closely with the local authority early years advisers and made a significant improvement. She has addressed all the actions raised. For instance, she ensures that she keeps an accurate record of children's attendance.
- The childminder has a good understanding of how children learn. She carries out regular observations and assessments of children's learning and uses this information to plan activities and experiences to help them to move on to their next milestone. She has procedures in place to seek appropriate support for children with special educational needs and/or disabilities.
- The childminder undertakes regular training and carries out online research to update her knowledge and refresh her skills. She accesses support from a childminding group, as well as local authority early years advisors, to support her to continually improve.
- The childminder takes account of children's interests and learning needs when planning activities. Consequently, children are engaged and keen learners, who make good progress in her care. However, at times, the childminder does not fully support children to extend their understanding of mathematics beyond their current capabilities.
- The childminder supports children's communication and language skills

effectively. She introduces discussions and new vocabulary. She asks questions and gives children time to think and formulate their response. She helps children to recall prior events, such as walks they have been on and what they have seen. Consequently, children start to build sentences, and younger ones learn to say single words.

- The childminder teaches children about the benefits of a healthy lifestyle. She provides healthy snacks and plenty of opportunities for children to be outside in the fresh air. In the local woods, children develop their confidence and physical abilities as they run, jump and balance on logs.
- The childminder plans activities outside of her home to provide children with different social experiences, such as taking part in weekly music sessions in the local church hall. Parents comment on how much their children enjoy these times and the impact this has on their confidence and language development.
- The childminder supports children's imaginative play. Children engage for long periods as they make pretend cups of tea and cakes for the childminder. As children play, the childminder models sharing and taking turns with the different resources.
- Children are confident to express their needs. For example, when they are hungry, they let the childminder know. The childminder discusses what they would like for their snack and promptly prepares the toast they have chosen. Children have good appetites and feed themselves confidently.
- Parents say their children are happy and settled in the childminder's care. They talk about the regular information they receive from the childminder about their children's learning. However, the childminder has not yet fully established an effective two-way flow of information about children's learning with other providers where care is shared. This does not enable her to share precise information about children's achievements and next steps to support continuity of learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training to keep her knowledge current. Consequently, she has a secure knowledge of the types of abuse children may experience and the possible signs and symptoms associated with these. She knows where to report any concerns she may have about the welfare of a child in her care. The childminder carries out daily checks of her premises to help to ensure the environment is safe for children to play and explore in. In addition, she considers potential hazards that may be present at other venues she visits with children. She supervises children effectively.

What does the setting need to do to improve?

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

- strengthen planning of activities to fully support children to develop their understanding of mathematics beyond their current capabilities
- enhance the arrangements with other providers with whom children's care is shared.

Setting details

Unique reference number	EY319114
Local authority	Sandwell
Inspection number	10260952
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	14
Date of previous inspection	20 September 2022

Information about this early years setting

The childminder registered in 2006 and lives in Bearwood. She operates from 7am to 6pm, Monday, Tuesday, Wednesday and Thursday, all year round, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around the areas of her home that are used by the children and explained how she supports children's learning and development.
- The inspector and the childminder evaluated an activity together.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector took account of parents' written and verbal comments.
- 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.

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 2023