

Childminder report

Inspection date: 24 January 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 enjoy a homely welcome as they enter this inviting setting. The childminder works extremely well with her co-childminder to create a stimulating and nurturing environment. Children delight in pretending to travel to the seaside on the wooden ship in the garden, building firm friendships and using their imagination as they steer the ship's wheel. The childminder skilfully supports children to compromise over the choice of the next activity. Children choose to jump up and down as they imitate Chinese dragons they watch on the television. Even the youngest children bounce up and down with joy. This helps to strengthen their physical skills and teaches them about different cultural celebrations.

Children learn to listen and respect their friends. They show empathy and an understanding of each other's feelings. Children talk fondly of the children who are not present. They point to each other's pictures on the wall and recall past experiences they have shared together. This deepens and reinforces their knowledge and understanding. Children contribute their ideas to the setting. They complete monthly mind maps as a group, choosing what they would like to learn about. This means children feel valued, it builds their self-esteem and teaches them positive learning behaviours.

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

- Children are independent and keen to learn. The childminder encourages a can-do attitude. She supports children to try and zip up their own coats and put on their own shoes. Children wipe their own faces after eating and put their rubbish in the bin. This means children are learning important skills that set them up well for their eventual move on to school.
- The childminder works in partnership with parents. Parents speak very highly of the setting. They comment that the childminder takes an interest in their children's lives. The childminder uses innovative ways to continue children's learning at home. She sends home a book-sharing bag, activity packs and Daisy the teddy. Daisy has adventures with the children over the weekend that the families document and share with the childminders. This continuation of learning between the childminding setting and home means children are getting more opportunities to extend their knowledge.
- The childminder is fun and engaging, and she is a good role model. She promotes the use of manners and praises children's achievements. Children giggle as she joins in the actions to the 'Sleeping Bunnies' song. Children repeat 'again, again' as they are having such fun. The good use of songs and nursery rhymes mean children are practising their speaking skills and learning new words.
- The childminder interacts well with the children. The quality of teaching is good.

Children follow her instructions well. However, sometimes, the childminder's questioning style does not always push children to the highest level. For example, children are often asked closed questions that require only an answer of 'yes' or 'no.' This means children sometimes do not have the opportunity to think and respond, and this limits the language they use.

- Children enjoy a well-planned and varied curriculum that builds on what children already know and can do. The childminder makes good use of information gathered from parents to form accurate starting points. The childminder knows the children and their families well. Children make good progress from their starting points. The childminder plans a wide range of activities and experiences. However, some of the adult-led activities could be more sharply focused on helping children to achieve their specific next steps.
- The childminder promotes healthy lifestyles. Children eagerly anticipate the next part of the routine at the setting. This shows this practice is embedded in their day. Children know to wash their hands before eating and when coming in from outside. They independently pour fresh drinking water from the jug at mealtimes. This helps children to build healthy habits and supports their good health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role and responsibility to keep children safe. She has good knowledge of the signs and symptoms of abuse. The childminder is familiar with the correct procedure to follow if she has concerns for a child's welfare. The childminder effectively assesses the risks in her home. She completes daily checks for hazards in her home and garden. Safety measures are in place to keep children safe. She keeps up to date with changes through regular training. She checks sleeping babies every ten minutes, and they are always in hearing distance.

What does the setting need to do to improve?

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

- ensure questioning is highly challenging so that children make even better progress
- ensure the planning of adult-led activities is highly focused on children's next steps.

Setting details

Unique reference number	EY336766
Local authority	Sandwell
Inspection number	10264235
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	0 to 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 June 2017

Information about this early years setting

The childminder registered in 2006. She works with a co-childminder. She operates Monday to Friday, from 7.30am to 5.30pm. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Katie Rudge

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 childminder.
- The inspector observed the interactions between the childminder and children.
- 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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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