

Childminder report

Inspection date: 14 August 2024

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 plans a curriculum that reflects children's age and stage of development. For instance, she plays games such as peekaboo to build on babies' personal development. She encourages their playful behaviour. The childminder recognises the importance of working with schools and other agencies to further children's learning. For instance, she purposefully uses the same mathematical programme as they do at school to enhance children's numeracy skills.

The childminder is attentive to children's needs and routines. For instance, she encourages children to rest their legs intermittently when engaging in physical play, recognising when they are getting tired. She gently rocks babies in her arms to help them to drift happily off to sleep. As a result, children build trusting and secure relationships with her. Furthermore, the childminder works closely with parents and carers to ensure children with allergies are well supported. Parents express their happiness and gratitude for the 'wonderful care' the childminder provides for their children. They describe the setting as 'safe'.

The childminder fully understands the importance of promoting healthy lifestyles. For instance, she enjoys taking babies on daily walks in the pushchair to ensure they benefit from fresh air. Children have opportunities to practise brushing their teeth as part of the daily routine, and the childminder shares information with parents about healthy eating. This helps parents to ensure that the food they provide for their children is nutritious and well balanced.

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

- Children have ample opportunity to extend and practise their physical skills. For example, babies strengthen their muscles through regular tummy-time activities, and they practise standing up with support. This helps them to prepare for later walking.
- The childminder positively boosts children's confidence in their learning by providing them with lots of praise and encouragement. This increases children's motivation.
- The childminder assesses risks in the environment based on the children who are in on that day. For instance, she uses a stairgate as an effective barrier to stop younger children from accessing the kitchen. She shows an awareness of children's growing heights, using corner guards to prevent taller children from accidentally hitting their heads. This promotes children's safety.
- The childminder regularly talks to children to promote their communication skills. She interacts with them at their level, maintaining secure eye contact. She responds to babies' babbles and laughs when they blow a 'raspberry'. However, at times, the childminder does not provide babies with simple key words as they

play. This does not help them to quickly learn new vocabulary.

- The childminder enjoys singing nursery rhymes to children and making up her own personal songs to include their names. This provides children with a positive sense of belonging.
- The childminder encourages children to look at stories with her. Together they explore age-appropriate books, including touch and feel books that invite babies to feel a variety of different textures. Children visit the local library and take books home to share with their families. This promotes their early literacy skills.
- The childminder offers young children some opportunities to learn through their senses, including toys with press buttons, flaps, sounds and flashing coloured lights. However, there is scope to extend opportunities for babies to explore a wider range of materials and textures to further their sensory development.
- The childminder shares important information with parents in response to training and research. For instance, she talks to parents about the negative impact that sleeping in pushchairs can have on children's health and well-being. She shares activity ideas with them to further children's learning at home.
- The childminder gathers information about children during settling-in visits. This helps her to get to know them quickly. For example, parents complete an 'All About Me' document that seeks information about children's routines, likes and dislikes. Parents report positively on the childminder's efforts to help their children to settle.
- The childminder demonstrates suitable knowledge of how to identify and support children with special educational needs and/or disabilities. For instance, she uses a tracking tool to monitor children's progress and identify any delays in their learning. Should she have concerns, she knows to work closely with parents and seek advice from external agencies.
- The childminder links well with local authority advisers and other childminders to gain good practice ideas. Her daughter also works in the sector, which helps her to keep abreast of changes to legislation and develop her practice further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- make the most of all opportunities to introduce key words to babies in context to further develop their early language skills and understanding
- explore further ways to introduce a wider range of textures and materials to strengthen babies' sensory development.

Setting details

Unique reference number	EY342795
Local authority	Walsall
Inspection number	10355324
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 November 2018

Information about this early years setting

The childminder registered in 2006 and lives in Great Barr, Birmingham. Her provision operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder is eligible for funding for two-, three- and four-year-old children.

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 childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The views of parents were considered by the inspector through feedback forms.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and 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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