

Childminder report

Inspection date: 27 February 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 and her assistant warmly welcome children to the setting and place emphasis on their emotional well-being. They develop close connections with each child. The childminder plans a robust induction. She engages effectively with parents to ensure she knows all about the children's individual needs before they start. Together, the childminder and her assistant nurture children's feelings of attachment and belonging. Children who are new to the setting settle quickly.

Children are kind to others. Even very young children demonstrate empathy. When they see comfort items belonging to babies, they take these items to them. Children respond very well to the caring childminder and assistant, giving them hugs and cuddles. Children follow the simple rules the childminder has put in place. These are clearly communicated in a way in which individual children understand, helping to reduce children's anxieties.

The childminder and her assistant successfully engage children in play. As a result of their encouraging manner, children demonstrate high levels of engagement and interest in the resources on offer. Young children watch intently as the childminder models how to use small-world equipment. They then copy the actions in order to successfully move figures on a fairground ride.

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

- The childminder and her assistant observe children at play. They skilfully capture information about the skills they develop and the progress they make. The childminder shares this regularly with parents during planned meetings. However, the childminder does not consistently use the information to build on what children can already do. As a result of this, learning is not always well sequenced. That said, children make good progress.
- The childminder communicates with other settings in order to share information effectively. She takes swift action to ensure that children with special educational needs and/or disabilities receive the support they need to reach their potential. This includes working with other agencies and support services.
- The childminder ensures that her assistant is well supported. They both access regular training sessions and apply newly acquired knowledge to their practice. The childminder observes and monitors her assistant in an encouraging manner. She offers feedback on her performance, and they work well as a team.
- Both the childminder and her assistant are good role models with regards to children's communication and language. They tune in carefully to children's sounds and model the use of new language. The childminder is respectful of children's bilingual skills. Both the adults and children in the setting are learning to say numbers in a different language.

- The childminder and her assistant set up toys and equipment for children that are appropriate for their stage of development. Children demonstrate interest in what the adults provide and enjoy playing alongside them and their peers. However, children are not consistently encouraged to actively make choices for themselves from the range of resources on offer.
- Children's privacy and dignity are respected. Both the childminder and her assistant have a calm and gentle approach to care routines. When children are distressed or tired, they respond promptly and offer close physical comfort to soothe them.
- The childminder ensures that children benefit from plenty of fresh air and exercise. Together, they visit local parks, farms and other attractions. The childminder demonstrates a good understanding of the links between active play and children's emotional and physical health.
- Children's independence is encouraged from an early age. The childminder praises children as they have a go at using a spoon to feed themselves. The childminding assistant offers just the right amount of support to enable and encourage children who are developing their personal and self-care skills.
- Parents are pleased with the service on offer. They comment particularly on the warm and caring relationships that the childminder develops with their children. They are delighted with how children happily arrive and run into the childminder's home. Parents comment on the range of activities that children get involved in and the good progress that they make.

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:

- use the information gathered from observations of children to plan a curriculum that builds on what they already know and can do, to help them make even better progress in their learning
- increase opportunities for children to make choices about the toys and resources they use in their play.

Setting details

Unique reference number	EY347604
Local authority	Walsall
Inspection number	10312182
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 7
Total number of places	12
Number of children on roll	8
Date of previous inspection	23 April 2018

Information about this early years setting

The childminder registered in 2007 and lives in Bloxwich, Walsall. She operates all year round, from 8am to 6pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 5. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector talked to the childminding assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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