

# Childminder report

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Inspection date: 3 October 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder places importance on supporting children's emotional well-being. For example, when children become upset, she gives them the time and space that they need to calm down and asks them what she can do to help. This encourages children to think about and discuss their personal needs and interests. As a result, children are seen smiling once again as they rejoin the creative activity alongside their peers. The childminder arranges daily group times to focus on children's number, colour and shape recognition. She does well to ensure that all children have a turn to share what they know, including drawing shapes and numbers in the air with their index finger. This develops children's confidence in social situations.

The childminder is polite and respectful to children. In response, children also display good manners, such as saying 'please' and 'thank you'. The childminder helps children to remember and learn good table etiquette, such as not talking with their mouth full and to sit properly on the chair. This ensures that children are kept safe. The childminder conducts daily risk assessments on the environment and puts measures into place to reduce accidents, such as using corner guards and door stoppers. Additionally, she reminds children of her expectations to reinforce their good behaviour.

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

- The childminder benefits from a close working relationship with her co-childminder to develop her knowledge and practice. Together, they prioritise time to discuss the quality of their work and how they are meeting the needs of all children. This means that, although the childminder has her own key group, she gets to know all children well. She knows how to seek further support from external professionals should any child in her care need specialised support to progress in their learning.
- Parents and carers comment positively on how they have used the childminder's service for years, as older siblings also attended. They say they have a 'good insight of what their children are doing daily'. The childminder shares information with parents through verbal feedback and newsletters. However, she does not ensure that all parents know and understand their children's current next steps so that they can continue learning at home.
- Children's views are accounted for. For example, the childminder asks children if they are happy to share their resources with their peers. This gives them the opportunity to make personal decisions and manage their own emotions. However, the childminder does not fully work in partnership with parents to incorporate all children's home languages and cultural backgrounds into the setting. This does not help children to make the best progress in their learning and develop a strong sense of belonging.

- Children develop a secure understanding of the routine in place. For instance, they know where they need to sit and to keep their safety straps on at mealtimes. They explain how they wash their hands with soap and water after they have been to the toilet. However, the childminder does not always expand on children's knowledge and understanding of why handwashing is important to educate them about germs.
- The childminder has a good awareness of what constitutes a healthy balanced diet and caters for all children's dietary needs well. This is something parents report positively on. For example, the childminder provides children with various fruits and vegetables throughout the day to ensure they try new foods and taste them repeatedly. This helps children to develop a healthy relationship with food.
- The childminder supports children to use a wide range of vocabulary. She speaks to them using descriptive sentences, such as saying 'a rectangle looks like a door'. This prompts children's language and thinking skills, and they also use comparative language when discussing mathematical concepts. For example, young children notice that the number eight is the same shape as a snowman.
- The childminder often talks to children about what they are doing and offers them ideas to extend their play. For instance, as children spontaneously waddle around the room 'like a penguin' and march 'like a soldier', she furthers their physical development by encouraging them to tap pots and pans with a spoon and place small resources into a larger container to make a shaker.

## 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:**

- strengthen information-sharing with parents so that they are clear about children's next steps and how they can continue children's learning at home
- consider ways to work with parents to enhance opportunities for children to explore their home languages and cultural backgrounds at the setting
- help children to build on their understanding of germs and the importance of good hygiene.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY348661                                                                          |
| <b>Local authority</b>                             | Staffordshire                                                                     |
| <b>Inspection number</b>                           | 10362862                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | 27 February 2019                                                                  |

## Information about this early years setting

The childminder registered in 2007 and lives in Walsall. She works from Monday to Thursday, 8am to 5pm, all year round, except for bank holidays and family holidays. The childminder is eligible for funding for two-, three- and four-year-old children. She works with a co-childminder.

## Information about this inspection

### Inspector

Mikaela Stallard

### Inspection activities

- The childminder and the inspector completed a learning walk.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of the co-childminder.
- The inspector spoke to several 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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