

Childminder report

Inspection date: 17 May 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children feel safe, secure and loved in the care of this nurturing childminder. The childminder prioritises children's emotional well-being and supports them to develop strong relationships. Children fondly talk about their friends and family who are in photographs displayed around the childminder's home. Children behave well. They learn how to recognise the feelings and emotions of others, and the childminder teaches children the vocabulary required to express their own emotions. These secure and nurturing relationships support children to thrive.

The childminder plans activities that are based on children's interests. She skilfully follows children's lead, enabling them to guide their own play and learning. Children thoroughly enjoy outdoor play. They laugh and squeal with pure delight as they follow a bumblebee around the garden. They practise their fine motor skills as they use tweezers and rolling pins to role play making cakes for the bees out of dough. The childminder engages enthusiastically in all aspects of children's play, which continually enhances and extends children's learning experiences.

Children benefit from regular outings in their local area and daily outdoor play in the childminder's garden. For example, they go on trips to the local parks and fields. This helps children to gain an understanding of the world around them and provides lots of opportunities for them to be physically active.

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

- The childminder promotes children's communication and language skills exceptionally well. She exposes young children to a range of new vocabulary, such as 'spatula' and 'rosemary'. She models language well as she plays alongside children and supports them to create three- and four-word sentences. Children confidently express their wants and needs. For example, they ask for 'help please', or say that their food is 'too hot'. Children are confident communicators.
- The childminder provides a broad, child-centred curriculum. She carefully considers how children learn and provides fun and engaging activities that capture children's interests and imaginations. However, the childminder does not give enough consideration to her curriculum for mathematics. She does not make the best use of opportunities during children's play to support their development of mathematical skills. Therefore, children do not always make the best possible progress in this area.
- The childminder is patient and allows children time to have a go at tasks before initiating further support. For example, she suggests a different way that younger children could put their shoes on and gives them time to work it out. Older children are encouraged to attempt more-complex tasks, such as opening

their own wrappers at lunchtime. Children consistently keep trying hard and are developing important life skills.

- The childminder knows the children very well. She closely monitors children's development and has a clear understanding of what children know and can do and what they need to learn next. She applies identified strategies to support children to achieve their targets. As a result, children make good progress from their starting points.
- Children learn to behave well, with gentle direction and encouragement from the childminder. When children need support to regulate their emotions, the childminder is on hand to swiftly help. She talks to children calmly and gently, which encourages them to slow down and be calm. Children show that they understand rules and boundaries by responding well and listening carefully to instructions.
- The childminder and her assistant are committed to their ongoing professional development. They regularly attend training courses, reflect on new learning, and consider the impact for children. Both the childminder and her assistant are reflective of their practice and support each other to enhance the quality of experiences for children.
- Parents describe the childminder's home as 'a place of wonder'. They describe the childminder as 'loving', 'kind' and 'experienced', which allows their children to flourish. They value the communication that they receive and feel fully informed of their children's development.
- The childminder works in partnership with other settings that children attend. She shares information with them regarding children's development, targets and characteristics of effective learning. This helps to ensure continuity of care. The childminder explains how she would work in partnership with other agencies to support children with special educational needs and/or disabilities.

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:

- enhance children's understanding of early mathematics through their play activities.

Setting details

Unique reference number	EY360319
Local authority	Staffordshire
Inspection number	10348791
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder registered in 2007 and lives in Walsall. She operates her childminding service from 7.30am to 5.30pm, Monday to Friday, during term time only. The childminder and her assistant both hold appropriate qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Roxanne Mason

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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 spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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 2024