

Childminder report

Inspection date: 1 May 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

Children are happy and content in the care of the childminder, who is kind, warm and nurturing towards them. She knows all children well and ensures that she provides resources that they enjoy. Children regularly go to her to seek comfort and cuddles, which the childminder gives them in abundance. This helps children to feel safe and secure.

The childminder uses simple, clear instructions and explanations of expected behaviours. Children are quick to listen to her and respond well, following her requests. Children know the routines of the day well because the childminder supports them to know what is coming next. The childminder is an excellent role model for children. They learn respect for others and the home around them. The childminder models a kind, inclusive and caring attitude. Children are sociable and enjoy engaging with children of all ages.

The childminder provides a curriculum where children learn as they play. She allows children the freedom to select resources that they enjoy and then skilfully plays alongside them to support their learning. For example, children find, match and sort coloured objects into different buckets and the childminder supports them to count how many objects they have altogether. The childminder has high expectations for all children and aims to support them to develop the necessary skills to move on in their learning journey. Children show a highly positive attitude to learning. They concentrate and persevere with their chosen play.

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

- The childminder manages children's behaviour well. She helps children to manage their own emotions and feelings. The childminder is attentive to children's needs and offers lots of praise. This helps to build children's confidence and self-esteem. The childminder clearly understands the importance of supporting children's personal, social and emotional development so that children grow in confidence and become motivated learners who are well prepared for their next stages in learning.
- Children benefit greatly from the high-quality interactions of the childminder, who models good communication and language skills. The childminder speaks clearly, engages children in conversation, and introduces new vocabulary. She reads stories and sings songs in an exciting and engaging way. This supports children's early reading skills.
- Children benefit from a range of opportunities to learn about the world around them. The childminder helps to broaden children's experiences and promotes an understanding and respect for people and communities beyond their own. They enjoy regular outings in the local community. During these trips, the childminder

teaches them about road safety. This contributes towards children's awareness of how to stay safe in their local environment.

- The childminder follows children's interests and plans engaging activities around these. However, she is not always clear of her curriculum intention and the aims of these activities. As a result, opportunities to build on children's prior experiences and extend children's learning are not always fully realised.
- Children have opportunities to learn about healthy lifestyles. For example, the children talk about and identify healthy foods they like to eat. The childminder teaches older children to attend to their own personal needs, such as using the toilet and washing their hands. This helps children to develop their independence.
- Children develop their understanding of number and mathematical language. The childminder carefully incorporates these concepts into different types of play. For example, she introduces the language of size, colour and number into activities. The childminder regularly counts with children; this develops an understanding of numbers and their sequencing.
- Partnerships with parents are strong. Daily discussion, alongside electronic communication, is used effectively to exchange information. The childminder knows the children and their families well. She is routinely informed about children's lives and routines outside her care. This helps to ensure a shared approach to children's care and learning.
- The dedicated and experienced childminder evaluates her service to ensure that she consistently provides good-quality care and education for all children. However, the childminder has not fully considered opportunities to further her professional development, to help improve her knowledge of the areas of learning and the implementation of her curriculum.

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:

- develop the curriculum further to ensure that children consistently receive challenge to build on their prior experiences to help them make even more progress in their learning
- seek further professional development opportunities to strengthen knowledge of the areas of learning and curriculum sequencing to enhance the already good teaching of the curriculum.

Setting details

Unique reference number	EY368084
Local authority	Walsall
Inspection number	10335442
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	13
Date of previous inspection	15 June 2018

Information about this early years setting

The childminder registered in 2008 and lives in Walsall. She operates from 7.30am to 5.30pm, Monday to Thursday, term time only. The childminder provides funded early education for two- and three-year-old children. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Carli Mccallin

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 and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector carried out a joint observation of an activity with the childminder. The inspector observed the interactions between the childminder and children and considered the impact on learning.
- The inspector took account of parents' views about the childminder's setting.
- Children were spoken to when appropriate.
- 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

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