

Childminder report

Inspection date: 27 January 2023

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 appear happy and confident in the childminder's home. They develop their spatial awareness skills as they use the space available to push wheeled resources up and down the playroom. They welcome the childminder's presence in their play and approach her when they want something. They have formed good bonds with the childminder and express self-assurance as they explore the home environment.

Children develop their understanding of the world, and the childminder provides them with a broad curriculum. For example, they learn about flight, and the childminder creates opportunities for them to build an airport for aeroplanes. Children enjoy using large blocks to construct an airport. They talk about the people who are in the airport and position them around the building. The childminder uses this opportunity well to help children develop their mathematics skills, as they count how many people are waiting at the airport.

Children learn how to care for animals. They help to feed the pet rabbit and smile as they watch him jump around the garden. The childminder helps children to learn about where the rabbit sleeps and what food he is allowed to eat. Children learn to be gentle with the rabbit and show kindness towards him.

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

- The childminder has designed an effective curriculum for children. She incorporates a range of themes to support children's learning, such as activities that help children to learn about themselves and the world around them. However, at times, the childminder directs children back to planned activities rather than following their emerging interests, which reduces opportunities for them to lead their own learning. For example, she quickly draws children back to a planned activity when they move on to play with something else.
- Children develop their communication and language skills as they share books with the childminder and join in with singing. The childminder asks the children questions about what they are doing and introduces new words to them. For example, she talks about different types of food, such as watermelons and broccoli, as they make pretend food for small-world people.
- Children learn early mathematical concepts. They pop floating bubbles and count them as they disappear. The childminder models the correct number sequences for children as she blows bubbles into the air. She introduces children to positional language as she directs them to the bubbles behind and above them.
- Parents talk positively about the care their children receive. They comment on the way their children are developing and describe their children as being happy when they arrive at the childminder's home. They value the information they receive on a daily basis from the childminder.

- The childminder ensures that she completes all mandatory training and has recently completed a paediatric first-aid course. However, she does not routinely focus her professional development on extending her knowledge and skills even further to enhance the quality of teaching for children.
- Children learn to respect one another. The childminder models appropriate behaviour and talks to children about being kind to each other. They read books about helping others and learn to share the toys they play with.
- The childminder promotes children's independence. She recognises the importance of children being ready for the next stage in their learning. Children learn how to put their coats on and hang them in the appropriate place when they arrive at the childminder's home. She assigns suitable tasks to encourage children to be responsible. For example, they learn how to clean the table after they have eaten and to tidy away toys they have played with.
- Children learn how to be physically active. They spend time outdoors with the childminder, where they walk together, ride bikes and kick balls. Children develop skills in coordination, balance and muscle control.
- The childminder ensures that equality and diversity are implemented in practice. She teaches children to celebrate their differences and provides resources and books that represent people from different backgrounds. Children learn to be respectful of others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out regular risk assessments of the indoor environment and when taking children on outings. She takes action to reduce risks to children. She can accurately identify signs that may mean a child is at risk of harm and recognises what may increase children's vulnerabilities. The childminder knows which agencies to contact if she is concerned about a child and knows what she should do if an allegation is made against her or anyone in her home. She knows about a variety of safeguarding matters, including 'Prevent' duty and county lines.

What does the setting need to do to improve?

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

- develop planning to increase the opportunities for children to make decisions in their play and lead their own learning
- complete regular professional development opportunities to enhance the quality of teaching even further.

Setting details

Unique reference number	EY379321
Local authority	Walsall
Inspection number	10264950
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	10
Date of previous inspection	30 June 2017

Information about this early years setting

The childminder registered in 2008 and lives in Walsall, West Midlands. The childminder operates all year round, from 7am until 6.30pm, Monday to Friday, except for family holidays. She has a level 3 qualification and is eligible for funding for children aged two, three and four years.

Information about this inspection

Inspector

Christine Ward

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 childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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