

Childminder report

Inspection date: 28 March 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 are happy and cheerful in the loving home that the childminder provides. They form strong attachments with the childminder and receive plenty of cuddles throughout the day. This helps children to feel safe and secure. Children beam with confidence as they ask the childminder to play their favourite song and sing using props in front of visitors. They welcome visitors into their play as they show them their favourite cars and point out their "massive" collection. They show kindness and empathy towards each other. For example, when the childminder explains that a child is feeling unwell, other children become more gentle towards them.

Children benefit from a wealth of outdoor learning opportunities every day. They go out in all weathers to enjoy the fresh air and observe nature. For example, on rainy days the children enjoy playing in the garden. They wear puddle suits and wellington boots and thoroughly enjoy getting wet. They mount wheeled toys and use their legs to push themselves around the garden, laughing and giggling in the rain. They listen attentively to the natural sound of raindrops on the rooftops. This contributes to children's good physical health and well-being.

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

- The childminder provides a wide and varied curriculum. These experiences help to build a sense of awe and wonder of the world that we live in. The childminder has low-level planters that are easily accessible to the children. Children learn about growth and change as they engage in planting a range of vegetables, including cress, potatoes, carrots and lettuce.
- The childminder plans opportunities for the children to visit the local children's farm and to attend sessions within the local woodland. Children enjoy den making, which promotes their imagination and increases their physical strength, as children use muscles in their arms to lift branches. They enjoy feeding animals and holding freshly-laid chicken eggs. This supports children's knowledge and understanding about animals, life cycles and their natural habitat.
- The childminder brings a familiar story about a caterpillar to life using props and real fruits and vegetables. The children show positive attitudes to learning as they engage thoroughly using their senses by smelling, touching and tasting the food items. The childminder promotes mathematical development well and encourages the children to count the items and talk about shape and size. She promotes language development skilfully as she repeats words that children have pronounced incorrectly so that they are aware of the correct pronunciation. Some children recall past knowledge and relate that the caterpillar will turn into a butterfly.
- The childminder provides a very inclusive environment where children celebrate

the diverse world that we live in. She elicits information from the parents about different special events and festivals they follow. She invites parents to share food and resources from different cultures. For example, on Chinese New Year parents bring in Chinese food to share with the childminder and children. On Diwali parents provide small clay pots for the children to decorate.

- Children with special educational needs and/or disabilities (SEND) are well supported. The childminder makes referrals smoothly and children receive the help they need at the earliest opportunity.
- The childminder is keen to increase her knowledge about child development and attends a wide range of courses and webinars. She has links with the local authority, childminding associations and other childminders in the area. She uses the knowledge she gains to extend her practice and shares this information with parents.
- The childminder works closely with parents to gather information about children's current interests and achievements at home. Overall, she uses her observations of children well to determine what they already know and can do to inform her planning. However, she does not use this information as precisely as possible to match learning experiences to children's current development needs.
- Parents are very happy with the service that the childminder provides. They talk of the loving and caring nature that the childminder has. The state she is very flexible and accommodating to their needs. They also comment that the children are thoroughly prepared for their next steps in education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe from harm. All adults that live in the home have the required suitability checks. She knows the different signs and symptoms of abuse and knows how to report any concerns she has accordingly. She understands how to identify concerns around female genital mutilation, terrorism, county lines and witchcraft. The premises are safe and secure. Hazardous substances are stored out of sight and reach of the children. Regular risk assessments are undertaken to make sure both the indoor and outdoor environments are safe.

What does the setting need to do to improve?

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

- use information from observation and assessment of children's achievements to enhance planning so that this is precisely matched to each child's stage of development.

Setting details

Unique reference number	EY384861
Local authority	Walsall
Inspection number	10264854
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	9
Date of previous inspection	28 June 2017

Information about this early years setting

The childminder registered in 2008. She works Monday to Friday, from 7.30am until 5.30pm, all year round, except bank holidays and family holidays. The childminder has an appropriate early years qualification at level 3. She receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Salma Yates

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 she ensures those are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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