

Childminder report

Inspection date: 17 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 enjoy the time they spend in the childminder's welcoming home. They are confident and happy with the friendly, caring childminder and develop warm and affectionate bonds with her. Children are kind and considerate towards each other. For example, they share resources and play cooperatively. Children learn to be independent. They can put on their shoes and wash their hands independently. Children persevere and persist when challenges occur. They complete puzzles, listen carefully to the childminder's suggestions and manoeuvre the pieces until they fit in correctly.

Children develop a good awareness of the benefits of a healthy lifestyle. For example, they enjoy being physically active, such as during regular walks to the park, woods and in the local community. In the woods, children run around as they collect natural items to take back with them and use for creative activities. Children learn the importance of healthy eating and good oral hygiene. Children's literacy skills are developing well. They thoroughly enjoy using chalks to create a firework themed picture. Children develop a love of books and enjoy snuggling up close to the childminder for story time. Children develop positive attitudes towards their learning and make good progress from their starting points.

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

- The childminder knows the children well. She uses information obtained from each child's parents and from her own regular observations and assessments, to plan activities that provide children with the knowledge and skills they need to move on to their next stage of learning.
- The childminder provides children with a wide range of learning experiences based upon children's learning needs and current interests. She takes account of children's learning styles. For example, she provides plenty of learning opportunities outdoors, as she has identified this is where some children learn best.
- The childminder interacts well with children as they play. She extends children's learning through a good use of interesting discussions. The childminder promotes children's communication and language skills in different ways. For example, she clearly repeats words for young children to learn and copy. She enthusiastically sings rhymes and reads stories. However, on occasions, the childminder does not support children to use resources in their own way to enable them to develop their own ideas and way of doing things.
- Through routines and activities, the childminder supports children's mathematical development. Children learn to count and recognise simple shapes. The childminder supports children to develop an awareness of different cultures and traditions. For instance, she provides a range of activities linked to

festivals and celebrations from around the world. Children learn to operate simple electronic toys.

- The childminder manages children's behaviour well. She is good role model for children. She supports children to develop a good understanding of her simple and age-appropriate rules and boundaries. Consequently, children respect the childminder and her home. Children behave well and learn to be kind to each other. They use good manners. They willingly help to tidy away toys.
- The childminder has established strong partnerships with parents. She maintains an effective two-way flow of information about children's care and development. This helps parents to continue with their children's learning at home. Parents speak highly of the childminder. They say their children enjoy the time they spend with the childminder and talk about the good progress their children have made.
- The childminder keeps her mandatory training up to date, such as ensuring she holds a current paediatric first-aid certificate. However, she does not always focus precisely on her training needs to further enhance her teaching of the curriculum.
- The childminder provides children with plenty of opportunities to be physically active, indoors as well as outdoors. For instance, children show high levels of excitement as they join in action songs, pretending to be sleeping bunnies before jumping up with great enthusiasm, to hop around.
- The childminder evaluates her practice to help her to identify areas to improve and develop. She involves parents and children in her evaluations.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe and protect them from harm. She has a secure knowledge of the possible signs and symptoms of abuse. She knows the procedure to follow and the relevant agencies to contact if she has concerns about a child's welfare. The childminder has procedures in place to help to ensure that her home is safe for children to play in. She helps children to learn about how they can keep themselves safe. For example, on trips out, she teaches children about road safety.

What does the setting need to do to improve?

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

- enable children to use resources in their own way to enable them to develop their creativity and build on their own ideas and way of doing things
- build further on professional development opportunities, to help to raise the quality of teaching and learning to the highest level.

Setting details

Unique reference number	EY452677
Local authority	Walsall
Inspection number	10263375
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	28 April 2017

Information about this early years setting

The childminder registered in 2012 and lives in the Rushall area of Walsall, West Midlands. She operates from 8am to 4pm, Monday to Thursday, all year round, except bank holidays and family holidays.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector as part of the learning walk. They carried out a joint evaluation of an activity and discussed the childminder's intentions for children's learning.
- The inspector observed the quality of the childminder's teaching and assessed the impact on children's learning.
- The inspector spoke with children during the inspection. She took account of the views of parents spoken to on the day.
- 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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