

Childminder report

Inspection date: 20 February 2023

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 enjoy spending time with this caring childminder. They have formed strong relationships with her, and they confidently part from their parents, eager to begin their learning. Children enthusiastically choose the toys they want to play with. Babies delight in investigating shiny objects in a large tray, smiling and babbling as the childminder talks to them. Children are deeply engaged in their learning. They receive lots of praise, and in turn they display good manners and excellent behaviour.

Children are physically active here. They spend plenty of time in the garden, where they exercise their whole bodies. There is lots of space to run around, and babies enjoy crawling and practising their new walking skills. Children are interested in nature. They have worked together to arrange leaves, twigs and logs to create a 'bug hotel', and they enjoy using magnifying glasses to watch the creatures that come to visit.

Children have a rich and varied experience with the childminder. They have regular opportunities to explore the local area. Children visit the library where they listen to stories and choose books to borrow. They go for walks, and the childminder reminds them about how to keep safe as they cross the roads. Children play together at local playgroups and parks. They are forming friendships and learning about the world around them.

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

- The childminder has created a learning environment which is highly motivating. She has a good range of quality resources which are well organised, and arranged so that they are fully accessible to the children. Children know exactly where to find their toys and they know how to use them. For example, babies find a favourite activity, the toy garage, and then focus as they begin to roll cars down the ramp. Furthermore, children tidy up with purpose, because they know where their toys should be placed. Children play with sustained interest while developing their sense of autonomy.
- The childminder has a strong understanding of her early years curriculum. She knows individual children well, and she is skilful in planning activities which will engage them and extend their learning. The childminder uses assessment effectively to precisely identify any gaps in children's learning. However, she does not always have the confidence in her own ability to make referrals to specialist services when concerns about children's learning arise.
- The childminder supports children well with their growing independence. From the outset, she encourages children to manage their own needs. Babies feed themselves, and are helped to drink from cups without handles when ready.

Older children take coats off, find their names on their pegs and hang up their belongings. Children are becoming increasingly capable in preparation for school and their next stages in learning.

- The childminder values reading. She sings impromptu nursery rhymes as children play, and during routines such as nappy changing. She regularly reads stories and encourages children to read at home. There are lots of books in the environment, and children are eager to read. Older children are beginning to retell familiar stories. Children are developing a real love of books.
- Children's emerging communication and language skills are well supported. The childminder understands the importance of speaking and listening, and has created a curriculum which involves lots of back-and-forth conversations. The childminder takes time to listen and respond to children, and when babies babble, she adds words and meaning for them. Recently the childminder has introduced sign language to support children who are reluctant communicators.
- The childminder is reflective about herself and her practice. She is passionate about early years and is keen to provide the very best for the children in her care. She regularly attends training and networking groups to improve her skills.
- Partnership working with parents is strong, and parents are extremely satisfied with the service. Many of the children here have had siblings attend beforehand, and parents say that they would not consider sending their children to any other setting. Parents praise the childminder for her caring, positive nature. They feel that their children are safe, happy and are thriving.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date by attending training and working with local networking groups. She fully understands her responsibilities to keep children safe from harm. She is confident in being able to recognise the signs and symptoms which could indicate that a child is in danger, and she knows the procedures to follow to manage any concerns. The childminder's home is safe and free from hazards, and she completes regular checks to ensure this is maintained. Children are well supervised, both at the childminder's home and when out and about. The childminder holds an up-to-date paediatric first-aid certificate.

What does the setting need to do to improve?

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

- strengthen practice to gain confidence to make any referrals where concerns about children's development arise.

Setting details

Unique reference number	EY464891
Local authority	Walsall
Inspection number	10276737
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 9
Total number of places	8
Number of children on roll	8
Date of previous inspection	31 July 2017

Information about this early years setting

The childminder registered in 2013 and lives in Walsall, West Midlands. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant early years qualification at level 3. The setting provides funded early education for two-,three- and four-year-old children.

Information about this inspection

Inspector
Denise Daley

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 her evaluation of the setting.
- The childminder showed the inspector the premises and discussed the safety and suitability of her home.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education provided and assessed the impact that this was having 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.

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 2023