

Childminder report

Inspection date: 6 July 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 relaxed and happy in the childminder's warm, attentive care. They demonstrate a strong 'can-do' attitude. The childminder supports children to develop their independence. Children competently manage their self-care needs. As they arrive, they place food from their lunch boxes into the fridge. They put on their own shoes and clothes with impressive competence as they get ready to go outdoors to play. Children are confident and possess high levels of self-esteem. They are clearly proud as they show visitors the complex structures they adeptly create from magnetic shapes. The childminder has high expectations for children's behaviour. Children behave well and show respect and kindness towards each other. They happily take turns and share resources. Children follow good personal hygiene routines. For instance, they wash their hands before eating and clean their teeth after lunch. Children enjoy their time outdoors in the childminder's garden. They are inquisitive as they dig for 'creatures' in the soil. Children develop their muscles and balancing skills as they use scooters. Children are enthusiastic as they join in action songs. They learn to count and recognise numbers. The childminder supports children with English as an additional language (EAL) effectively.

The childminder provides a broad, ambitious curriculum that helps children to make good progress and develop a positive attitude towards learning.

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

- The childminder is enthusiastic and passionate about the service she provides. She obtains information from parents about their children's routines, interests and prior achievements when children start with her. She uses this information well to plan activities to support children's initial learning.
- The childminder carries out regular observations and assessments of children's learning. She uses this information effectively to monitor children's progress. This enables her to identify any gaps in children's learning and to help her to plan for children's next stage of development. This has a positive impact on children's progress.
- Children benefit from the childminder's ambitious curriculum which links to their interests and what they need to learn next. Consequently, children quickly become absorbed in activities, make good progress and acquire the skills and attitudes they need for their next stage of learning, including their eventual move on to school.
- The childminder provides children with a wide selection of activities and resources. Children are keen and motivated as they make choices about their play. However, at times the childminder overly directs children's learning, and reduces the opportunities for children to develop their creativity and build on their own ideas and ways of doing things.

- The childminder provides many opportunities for children to learn about their immediate community and the wider world. They visit the library and nearby parks. Children learn about diversity. They join in a variety of activities linked to different festivals, including food tasting.
- The childminder helps children to learn right from wrong. Children are happy to follow the childminder's instructions, such as helping to tidy away the toys before snack. Children build strong friendships with each other. They share resources and play cooperatively.
- The childminder has established an effective two-way communication channel with parents to enable them to be fully involved in the assessment of their children's learning. Parents are highly complimentary about the childminder. They comment on how much their children enjoy attending and the good progress they make. The childminder supports children with EAL. For example, she provides dual-language books for parents to use at home, and signposts them to various agencies within the community where they can obtain further support.
- The childminder has undertaken a variety of online training courses to update her knowledge and refresh her skills. However, she has not fully explored ways to build continually on the quality of her practice, to develop her teaching to the highest level.
- Children develop a love of books. They enjoy story time with the childminder who captures and maintains their attention. They are enthusiastic as they take turns to tell the story.
- The childminder provides children with plenty of opportunities to develop their small-muscle skills in readiness for future writing. They enjoy creative activities, such as using paints and crayons. They use chalks as they practise writing letters of their name.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs and symptoms of abuse. She knows how to respond in the event of any concerns she may have about the welfare of a child in her care. She carries out daily checks of her home to help to ensure a safe environment for children to play in. Children learn to keep themselves safe. For instance, the childminder reminds children not to talk with food in their mouths. The childminder supervises children closely. She follows thorough recruitment processes when employing assistants, to help to deem them suitable to work with children.

What does the setting need to do to improve?

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

- give children time to explore and investigate activities and know when to step back, during adult activities, to enable them to develop their own ideas, creativity and imagination
- focus professional development to develop teaching skills to an even higher level.

Setting details

Unique reference number	EY480272
Local authority	Walsall
Inspection number	10280351
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 September 2017

Information about this early years setting

The childminder registered in 2015 and lives in the Walsall area of the 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 level 3 childcare qualification. At times the childminder works with an assistant.

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 setting.
- 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 and parents during the inspection and took account of their views.
- 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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