

Childminder report

Inspection date: 8 May 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at the childminder's home. The childminder thoughtfully plans the environment to allow children to take the lead in their learning and make independent choices. She models respectful and courteous relationships, setting a positive example. The childminder includes all children in activities, with gentle reminders to take turns. They listen well and show positive attitudes towards their learning. Children practise early writing skills and correctly form the letters in their names. The childminder offers an abundance of praise for their efforts, boosting their self-esteem and confidence.

The childminder promotes children to develop a love of reading from an early age. Children enjoy listening to familiar stories and mimicking the actions. The childminder enthusiastically leads singing sessions. Children select their musical instruments to tap out rhythms to the songs as they sing. These experiences enrich their vocabulary and expose them to new words.

The childminder provides opportunities to go on outings to enhance children's learning. Children visit their local farm. They share which of the animals they like and explore similarities and differences. This helps to develop their understanding of the world around them. Children attend local playgroups with the childminder, which supports their social skills.

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

- Children follow routines well. The childminder reminds children to wash their hands before mealtimes and about the importance of doing this. When children prepare to go out into the garden, she encourages them to find their coats and shoes, and they eagerly try to put them on independently. This fosters their self-help skills.
- Children become excited as they prepare for outdoor play. They engage in a range of physical activities in the garden, such as digging in the sand, using the climbing frame and slide or rocking on the toy horse. Children participate in fun games together with the childminder. For example, they discover small discs in a tray and try to pick these up to place them into slots. This supports the development of children's fine motor skills.
- Parents provide positive feedback about the care their children receive. They note clear progress in their children's development since starting with the childminder. She closely monitors children's development to identify any gaps or concerns in their learning and development. The childminder maintains open communication with parents and professionals, promoting a collaborative approach to each child's ongoing learning.
- During activities, the childminder narrates what children are doing to support

their language development. However, she sometimes asks questions in quick succession without allowing enough time for children to respond. As a result, some children may not fully process what is being asked, and this can limit opportunities to further develop their communication skills.

- The childminder engages in ongoing professional development through a range of training opportunities. She applies her knowledge to adapt her learning environment and meet the diverse needs of all children that attend. She ensures that all mandatory training remains up to date.
- Children show enthusiasm while exploring magnetic toys. The childminder carefully assesses activities and reminds children how to stay safe, in particular when accessing small objects. However, she does not always fully explain why they need to be careful while playing with this. This means children are less supported to deepen their understanding and extend their learning beyond what they already know.
- Children develop an understanding of mathematical concepts through a range of different activities. For example, when they identify different numbers on paper, they recognise the number that matches their age. Children giggle as they fill their containers with as much sand as they can fit into it, comparing which one is the heaviest. These experiences promote an early awareness of volume and weight.
- The childminder offers a range of activities that promote awareness of diversity and inclusion. Children participate in activities that teach them about cultural events other than their own, such as Eid, Diwali and Christmas. They learn about different people and their roles in their community, which widens their understanding further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- further enhance teaching to fully extend children's knowledge to enable them to make the best possible progress in their learning
- strengthen effective use of questioning techniques to allow children thinking time to support their communication and language skills further.

Setting details

Unique reference number	EY485711
Local authority	Sandwell
Inspection number	10403076
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	12 August 2022

Information about this early years setting

The childminder registered in 2015 and lives in the Smethwick area of Sandwell. She operates all year round, from 7am until 8pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

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 2025