

Childminder report

Inspection date: 1 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy spending time with this caring childminder. They are happy and smiling as they arrive, and quickly settle into the daily routine. Children enjoy each other's company as they play with the toy kitchen together. They pretend to bake cakes and put them in the 'oven'. They push dolls in pushchairs and say they are taking them to the 'shops'. There are plenty of resources for all the children, but they enjoy sharing and taking turns. They are forming good friendships and their behaviour is excellent.

Children are learning about being healthy and keeping themselves safe. They learn about brushing their teeth and visiting the dentist. They understand the need to wash their hands, and they learn about the dangers of fire. Children regularly go out and about with the childminder, who helps them to cross the roads safely. They exercise their whole bodies in the garden and out on visits in the local area.

Children learn in a calm, relaxed atmosphere. They delight in having conversations with the childminder and each other. They are confident to ask for help when they need it. Children listen extremely well and follow simple instructions. They are practising skills which will help them to be ready for school.

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

- The childminder provides an exciting environment with good-quality resources. Children enjoy exploring the activities on offer and they choose what they want to play with. They are eager to sit together to practise their cutting and sticking skills. They create faces on paper plates and name the eyes, nose and 'smiley mouth'. Children often go outside into the garden, where they play on the swing and ask the childminder to push them. Children are highly engaged. They demonstrate lots of pleasure as they play and are developing a love for learning.
- Children make good progress from their starting points. The childminder is skilful in assessing what children can do and what they need to do next. She regularly shares information about children's achievements with parents, so that parents can help their children to continue learning at home. However, the childminder does not always focus precisely on what each child needs to learn when delivering activities.
- The childminder provides a rich curriculum which includes lots of visits and days out. Children go to the zoo, museums, libraries and parks. They make weekly visits to local stay-and-play sessions. They are developing their social skills and learning about the world around them.
- The childminder supports children well with their independence. She encourages them to have a go, and always asks them if they need help before stepping in. For example, she encourages them to put on their own shoes and coats as they

leave, and some children can fasten their own zips. As they arrive, children go to the bathroom because they know they need to wash their hands. They are becoming confident, independent learners.

- The childminder is ambitious. She continuously strives to improve her provision and is reflective about the quality of her service. She gathers the views of other people, including local authority advisers, other childminders and parents. She regularly attends training to keep her knowledge up to date and improve outcomes for children.
- The childminder is gentle and nurturing in her approach. She models good manners and reminds the children to say 'please' and 'thank you'. In turn, children are very caring towards each other. For example, when a child knocks a tub of shapes over, her friend immediately offers to help and they quickly tidy up together. The atmosphere is respectful. Children are developing empathy and kindness.
- Parents are extremely satisfied with the setting. They value the personalised care that their children receive. They describe the childminder as 'excellent'. Parents appreciate the regular communication that the childminder has with them. Parents are particularly pleased with the support offered for children who speak multiple languages. They say that their children have made very good progress in their spoken English.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she keeps her safeguarding knowledge up to date. She knows how to identify signs and symptoms which could indicate that a child is at risk of harm. She understands her responsibility to safeguard the children in her care and is confident about what to do if she is worried about a child's safety. The childminder is vigilant in her supervision of children, both at the setting and when on visits. She completes regular risk assessments to make sure that children are safe. The childminder holds a relevant paediatric first-aid qualification.

What does the setting need to do to improve?

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

- focus more precisely on the learning intentions of planned activities to fully meet each child's individual learning needs.

Setting details

Unique reference number	2499285
Local authority	Dudley
Inspection number	10214952
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Dudley. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Denise Daley

Inspection activities

- This was the first routine inspection the childminder received since 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 inspector had a walk around the children's learning and care areas to understand the intent and delivery of the curriculum.
- The inspector observed children in their play and evaluated one of the activities with the childminder.
- The inspector spoke to parents to gather their views about the setting.
- The inspector examined relevant documentation and evidence of the suitability of persons living in the household.

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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