

Childminder report

Inspection date: 2 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 are happy and demonstrate that they feel safe and secure with this friendly childminder. They settle exceptionally well, and it is impossible to differentiate between children who have just started and those who have been with the childminder for some time. Children interact positively with the childminder and their peers. They actively seek them out to join in their play and share what they are doing. They play nicely together and learn to share and take turns as they roll a ball to each other and call out their friends' names.

Children make choices in their play from the range of interesting activities available to them. They persevere at their chosen tasks as they mix paint together and make animal footprints. They are proud of their achievements. Older children concentrate as they play with toy dinosaurs and pretend to feed them. They develop their imagination as they put on gloves and pretend to fly like a superhero and cook meals in the role-play kitchen. Younger children build their confidence as they explore activities in their own time. They receive a good level of support from the childminder as they try new experiences and develop a can-do attitude.

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

- The childminder is well qualified. She regularly attends training to update her knowledge and skills. She continually evaluates and reflects on her practice to further enhance the already good-quality provision. The childminder has a good understanding of how children learn. She provides a wide range of activities that she knows will interest children and help them to make good progress in their learning.
- The childminder gathers in-depth information about children before they start. She finds out about their home life, what interests them and their individual personalities. She talks to parents about where their children are in their learning and what they already know and can do. The childminder uses this information to provide activities that she knows children will enjoy and that will help them to settle quickly when they first start.
- The childminder skilfully provides activities that extend what children do at home. Children explore a zoo activity. They learn the names of different animals and recognise if they live on land or in water. The childminder extends children's understanding of mathematical concepts as she places the animals who live in water under the table to give the appearance of the sea.
- Children enjoy looking at books and listening to stories. They point to pictures that are familiar to them and can pre-empt what animal they will find hidden beneath the flap. The childminder introduces songs, and children try to join in with familiar phrases and words. However, sometimes, the childminder reads and sings too quickly, so the chance for children to fully participate is missed.

- Children take part in a painting activity that has been specifically planned to incorporate their next steps for learning. The childminder demonstrates how to dip plastic animals into paint and print with them. They look at the patterns that the prints make. Children use tools with dexterity as they paint the animals' feet using a paintbrush. Older children mix the paint and talk about the colours they have made. The childminder incorporates letters and shapes and encourages children to copy them. However, sometimes, the childminder flits from one subject to another and does not provide children with enough time to process their thoughts.
- The childminder provides care for some children who attend other settings, including school. Although she talks to staff, she does not consistently share enough information about what children are doing to ensure continuity in their care and learning.
- Partnerships with parents are strong. The childminder shares information with parents about their child's day and what they are learning. She shares resources such as books, to encourage parents to continue with learning at home. In addition, the childminder shares information with parents about how to prepare children for starting school, including supporting them to develop self-help and independence.
- Children's individual backgrounds are given high regard. The childminder finds information about family cultures and incorporates this into activities. Children decorate eggs and place them on a decoration table in celebration of Nowruz, the Persian New Year.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to ensure that her knowledge of safeguarding is always up to date. She understands the signs that may indicate that a child is being abused, including changes to behaviour, long unexplained absences or a disregard for authority or the views of others. The childminder knows the procedures to follow if she has a concern about a child in her care. The childminder ensures that children are safe at all times. The premises are safe and secure. The childminder ensures that any adult who has contact with the children has been suitably checked and is safe and suitable.

What does the setting need to do to improve?

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

- consider the pace of activities in order to provide children with more time to process their thoughts and fully participate
- share more information with other settings where children also attend, to promote continuity in children's care and learning.

Setting details

Unique reference number	2511708
Local authority	Dudley
Inspection number	10207804
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Halesowen. She operates during term time from 7am to 6pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 6.

Information about this inspection

Inspector

Rebecca Johnson

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 their evaluation of the setting.
- Ongoing discussion was held between the inspector and the childminder.
- The inspector looked at a selection of documentation and checked the suitability of persons living in the household.
- The childminder and the inspector discussed the curriculum and the impact of activities on children's learning.
- The inspector spoke to children at appropriate times during the inspection and took account of the views of parents from written feedback.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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