

Childminder report

Inspection date: 30 November 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 settle well with this childminder. They build strong bonds with her and feel happy and safe to explore the environment. The childminder stays close by with children who are new, which supports them to gradually develop their confidence.

The childminder chooses familiar stories for children, which supports their learning. She helps them to remember parts of a story and recall familiar phrases. Children show enjoyment as they repeat phrases throughout the story. They ask questions about what the characters in the story are going to do. The childminder acknowledges their questioning and supports them to predict what will happen next. She takes the opportunity to incorporate other areas of learning into storytelling as she encourages children to name and count animals on a page.

Children develop good friendships with each other. They play cooperatively together when making pretend meals during role play. They ask each other what they would like on their plates and offer food they have chosen for themselves. They help each other to choose stories to share. They wait patiently while the childminder reads others' books before reading the ones they have chosen. This reinforces concepts such as turn-taking and sharing.

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

- The childminder understands what skills children need to learn to progress in their learning. She knows children well and understands where their current level of development is and what they need to know next. The childminder uses children's interests to plan activities, which helps to motivate them to learn. This helps children to make good progress.
- Children show confidence as they explore the environment. They show a keenness to access the activities on offer and maintain their concentration when engaged with their chosen activity. However, there are times when the organisation of the environment makes it difficult for children to fully access the curriculum. For example, the positioning of furniture and toys left on the floor makes it difficult for children to move around. This means that children do not have access to all of the learning opportunities being offered.
- Children behave well. They use manners when asking for things and consider the needs of others. When children encounter difficulties, such as if they want to play with the same toy, the childminder calmly supports them to find another toy to play with while they wait for their turn. This helps children to learn how to manage their emotions and understand the feelings of others.
- The childminder has well-established routines. Children sit together at mealtimes and then settle down to sleep. This helps them to feel settled and secure. However, there are times when the childminder takes children from the table

without them expecting this or repositions children on their beds without giving them chance to do this themselves. This does not help children to have autonomy or choice over what they do.

- The childminder has a good knowledge of how to support children with special educational needs and/or disabilities. She identifies gaps in children's development and works closely with parents to source the support they need. She works with other services to improve her knowledge of how best to support children. This means that children get the right support at the right time.
- Parents talk positively about the childminder. They appreciate the support she gives to them as a whole family. They comment that they receive regular communication from the childminder and advice about how to support their children's learning at home. They say that their children make progress and are happy to attend. This helps children to receive consistency of care.
- The childminder is committed to improving her professional development. She focuses her personal development on areas which she knows will benefit the children in her care. She makes links with other professionals and gains ideas on how to support children's development even further. This means that children experience learning opportunities which are continually improving.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She carries out risk assessments of the environment, indoors and outdoors, before children use these areas and considers how to ensure that children are kept safe when taking them on outings. The childminder knows what to do if she has a concern about a child and works closely with families and other professionals to get to know children well. She knows what to do if an allegation is made against her or somebody in her home and understands the importance of sharing information with relevant agencies.

What does the setting need to do to improve?

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

- review the organisation of the environment to help children explore more easily and have full access to the curriculum on offer
- provide more opportunities for children to be able to make choices and promote their autonomy during routines of the day.

Setting details

Unique reference number	2522243
Local authority	Dudley
Inspection number	10319616
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	0 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	8 September 2022

Information about this early years setting

The childminder registered in 2019 and lives in Brierly Hill, West Midlands. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years provision, including the aims and rationale for her curriculum.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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