

Childminder report

Inspection date: 12 August 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 secure with the childminder. They enter the provision with big smiles and hugs. Children show excitement when discussing with the childminder what they've done at home. The childminder uses praise to encourage the children in their achievements. Children become independent and show a real desire to learn. They are confident to choose their own resources and activities.

Children communicate effectively with the childminder. The childminder encourages freedom of speech, opinion and choice. Older children discuss an array of topics, asking questions, and become avid thinkers. They discuss what they have found in the garden when they catch spiders in bug catchers. Children use magnifying glasses to count the legs of the spider and talk about the other insects they can see, such as dragonflies. The childminder supports children to talk about their emotions and how to resolve a situation. Children progress well in their self-esteem. They are kind, take turns and share. They share the paintbrushes as they paint insects on rocks with water.

Children have lots of opportunities to be physically active and creative. They use tools and shovels to dig to find dinosaur bones. Children create volcanoes and pyramids by scooping sand and tipping them from buckets. They concentrate as they fill up their own watering cans then carry them to pour the 'lava' into the volcano. Children mix using real cooking utensils in the mud kitchen. They use their imaginations to make cakes, pancakes and chocolate pudding to serve in their cafe.

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

- The childminder is effective in evaluating her own services. She is thorough in her training and consistently updates her knowledge through webinars and courses. The childminder also shares her practice with other childminders. She works well with outside agencies when children need additional help. Children receive the help they need to succeed in a timely manner. However, at times, the childminder does not successfully communicate with other settings that children attend, to provide consistency of learning and development of children.
- The childminder is knowledgeable about early childhood education. She effectively observes, assesses and plans for children's next steps. This enables children to progress well in all areas of child development. The childminder's curriculum is ambitious and coherent. It successfully builds on what children already know. The childminder knows the children well and uses their interests to help improve engagement, for example taking the children to the local small-plane airport to see all the single-engine planes.
- The childminder has high expectations for the children's behaviour. She has a passion for supporting children with their social and emotional well-being.

Children become a lot more confident and adaptable in new social situations. For example, the childminder supports children to voice their emotions when a child has done something to upset them. She then supports the children in finding a resolution. Children learn to be kind and that their behaviour impacts on others. They engage in mindfulness when following instructions in yoga. Children learn how to self-calm.

- The childminder continually supports children to learn about managing their own self-care. Older children independently wash their hands, get dressed and serve themselves snack. They cut up fruit at snack time, such as grapes, blueberries and apple. Children then share it among themselves. The childminder provides a varied diet at mealtimes. She encourages children to choose their own food, while discussing what is healthy and not.
- The childminder encourages a love of books and reading. She offers a wide range of books that children delight in choosing from. They often take a trip to the local library. Children enjoy repeating phrases from the book and acting out the story with props in the sand. They re-enact the story by threading fruit from the story onto a pipe cleaner to make a fruit caterpillar.
- Children spend time outdoors every day. The childminder provides activities that focus on gaining good physical skills. Children move skilfully in an array of ways. They play tennis and football, and throw beanbags to engage in their own sports days. They take trips to the local park to climb, swing and run. Children create flower crowns, bracelets and grass bouquets. They practise painting and holding tools to make creations out of clay and play dough.
- Parents are thrilled with the high-quality care and education the childminder provides. They state it is a 'home away from home' and the childminder is caring, nurturing and supportive. Parents believe their children to have grown in confidence and independence. Older children are school ready.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibilities in safeguarding children. She ensures her child protection training is up to date and includes local concerns. The childminder is knowledgeable about the signs and symptoms that may indicate a child is at risk of harm. She keeps up to date with local procedures to ensure she can report a concern if needed. The childminder is paediatric first-aid trained and understands protocols to follow in case of an emergency. She consistently assesses the provision to minimise potential risks in her home and garden. The children are safe and secure in her care.

What does the setting need to do to improve?

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

- further develop communication and sharing of information with other settings that children attend, to strengthen the consistency in the support children receive for their learning and development.

Setting details

Unique reference number	2547451
Local authority	Dudley
Inspection number	10221516
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 7
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. She provides care Monday to Friday, from 7.15am until 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She receives early years funding for three-year-old children.

Information about this inspection

Inspector

Sophie Van Harten

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder discussed with the inspector her learning intent and talked to the inspector about her curriculum.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- 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 inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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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