

Childminder report

Inspection date: 21 February 2020

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 have fun in this warm and welcoming family environment. They develop close relationships with the childminder and other children and as a result, they settle quickly and happily to their chosen activities. Children play well together. They negotiate how to put a track together and say that they are using the bulldozer to dig a road. They place buildings by the track and know that the circle on top of the building is for the helicopter to land on to take the poorly people to hospital. Children have great fun as they bounce balls and chase them around the room. They describe the ball as being 'bouncy', and the childminder reminds them to play safely as they chase each other and search behind and under the furniture to find the ball. Children recognise colours and patterns. They put semicircles together to make a rainbow and can name all the colours correctly. They persevere to make sure that all the semicircles are in the correct order and the rainbow is perfectly formed. Children develop mathematical skills. They compare pieces of play dough to see which is the biggest and the smallest. The childminder introduces more-complex mathematical words, such as 'equal' and 'more'. Children press sequins into the play dough and look at the patterns that they make. Children develop independence in readiness for school. They learn to put on their shoes and coats and fasten zips.

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

- The childminder is experienced, dedicated and totally committed to providing the very best care and learning for the children in her care. She provides a caring and homely environment where children are settled, well cared for and loved. She is extremely flexible, wherever possible, to meet the individual needs of children and their families.
- The childminder observes children and assesses their progress. She swiftly recognises if children need additional support. She works closely with parents and other professionals to implement ideas and suggestions that will benefit the children in their learning and development.
- Children learn about their local community and the wider world. They enjoy visits to the library to look at books and explore the sensory area. They regularly go on trips to the farm, museums, soft-play centre and local parks. They listen intently to a story about 'The Gruffalo' and go for walks in the forest to see if they can find him.
- Partnerships with parents are strong and there is a good two-way flow of information between parents and the childminder. The childminder informs parents about children's progress and encourages them to support children's learning at home. Parents share information about what children have been doing at home and what they enjoy. Parents are extremely pleased with the care that their children receive. They say children adore the childminder and enjoy

spending days with her. They comment that children make good progress and the childminder's extensive experience in caring for children is evident in everything that she does.

- The childminder knows the children well. She plans activities that incorporate their interests and make learning fun. Resources are easily accessible and stored safely to enable children to make choices in their play.
- Children learn to negotiate with each other and they are kind and considerate to their friends. They share and take turns during activities and initiate games to play together, such as seeing how many hats they can balance on their head. The childminder deals with behaviour calmly and sensitively, and offers clear explanations to children.
- Children are totally focused as they make 'paw' biscuits. They carefully roll the biscuits and flatten them as they place them on a baking tray. They compare the biscuits and recognise which are smaller or bigger. They concentrate as they place three pieces of chocolate onto each biscuit to represent the claws of a bear. Occasionally, the childminder misses opportunities to fully expand children's learning experiences, to help them make even better progress.
- The childminder reflects on her practice and recognises areas where she can improve. She attends courses to enhance her knowledge and meets with other childminders to share information and ideas.
- Children's communication is given high priority. Children proudly show the pictures in their scrapbooks that they have cut out to correspond to letters. The childminder encourages children to make the sounds of the letter and say the name of the object that it relates to. Children know that 'monkey' begins with 'm' and that 'd' is for 'dog'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely good knowledge of the signs and symptoms of abuse and neglect. She has recently attended safeguarding training to update her knowledge, including wider safeguarding concerns, such as protecting children from being drawn into extreme situations. The childminder is fully aware of the procedures to follow if she has a concern about a child. Children are cared for in a safe and secure environment. The childminder completes rigorous risk assessments to minimise any potential hazards in the home and when on outings, to ensure children's safety at all times.

What does the setting need to do to improve?

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

- use every opportunity to extend children's learning even more to help them make the best possible progress.

Setting details

Unique reference number	255645
Local authority	Dudley
Inspection number	10106448
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	11 December 2015

Information about this early years setting

The childminder registered in 1994 and lives in Stourbridge. She operates all year round from 8am until 5.30pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- The quality of teaching during activities indoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection, and carried out a joint evaluation of the teaching and learning with the childminder.
- The areas of the childminder's home used by children were viewed by the inspector.
- The inspector looked at relevant documentation, including policies and children's records.
- The views of parents were taken account of by the inspector during the inspection.

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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