

Childminder report

Inspection date: 9 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

The childminder is committed to delivering the best service she can for children and their families. She provides a warm, safe and inviting environment and is attentive to children's individual needs. Children are settled and happy, and they develop close bonds with the childminder and her two assistants. Staff enthusiastically involve themselves in children's play. Children access a variety of activities, such as drawing, sand and water play, small-world play and a good selection of their favourite stories. Staff model language which children repeat and use in their play. This helps to develop children's vocabulary.

The childminder provides a range of outdoor play opportunities. Children explore with interest and confidently use climbing equipment to help develop their physical skills. Children are encouraged to be independent in their self-care skills, such as putting their coats and shoes on and washing their hands from an early age. They choose which freshly prepared food they would like to put in their bowls for snack. They enjoy a good variety of nutritious meals that the childminder provides. Children's behaviour is good. They are clear about the childminder's rules and expectations in the setting. Children are developing the skills they need for the next stage in their learning.

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

- The childminder provides a curriculum that is well structured with a clear intent for all children to achieve. She regularly observes and assesses children's learning to help identify what they know and can do. The childminder plans learning opportunities which are based on topics that are important for children to learn about and help them to develop their knowledge of the world around them. The childminder explains how she prepares children for moving on to school. She places focus on communication and language, learning early letter sounds, recognising names and independence skills.
- The childminder and her assistants have a good understanding of how children learn. Staff teach in a way that helps children to develop their knowledge further, for example by asking them questions to find out what they already know. The childminder builds effectively on what children are interested in. For example, she provides large tweezers and coloured pom-poms when encouraging counting and sorting into sets. Staff plan enjoyable activities for children, such as circle time. However, sometimes, activities can be a little too long for some children. This results in a few children losing concentration.
- The childminder promotes children's communication and language development effectively. Children enjoy regular and engaging story times with the childminder and her assistants. Staff are skilled at telling stories. Children pick their favourite books, such as 'We're Going on a Bear Hunt'. Their confidence in speaking grows

as they join in with familiar phrases. They act out hunting for a bear as a group. Children demonstrate their love of books as they focus intently and look at books independently.

- Staff support children's early mathematical skills effectively. They use language to help children learn to count and to recognise numbers and shapes. Children hear positional language such as 'over' and 'under'. Occasionally, staff focus on the more vocal children during small-group sessions. This means that quieter children do not always have the chance to share their thoughts.
- The childminder works in partnership with parents to ensure consistency for children. Parents are positive about the service that the childminder provides. The childminder gives parents feedback at the end of each day and shares children's achievements. Parents comment on how much their children enjoy their time at the setting. They say that the childminder provides them with regular information about the progress children are making in their learning.
- The childminder and her assistants seek out and undertake a variety of training opportunities to further improve their knowledge and skills. They work together on all aspects of children's learning and care needs. The childminder actively plans improvements to the setting, such as adding new resources, to further develop children's imaginative play. She developed her garden to include a sensory area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of how to keep children safe. They know the procedures to follow should they have any concerns about children. Staff are vigilant of the signs that may indicate a child is at risk of harm. They complete regular training to keep their knowledge up to date. The childminder and her assistants demonstrate a full understanding of their responsibilities, including checking the environment regularly to ensure that it is a safe place for children to play. The childminder checks the suitability of everyone who lives at the premises and works directly with children.

What does the setting need to do to improve?

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

- review the planning of some activities to help children maintain concentration and focus
- improve small-group sessions so that all children have opportunities to express their ideas and preferences.

Setting details

Unique reference number	2559232
Local authority	Dudley
Inspection number	10232109
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 8
Total number of places	9
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Wollaston, Stourbridge. She operates during term time from 7am to 6pm from Monday to Thursday, and from 7am to 5pm on Friday, and during the school holidays from 7am to 6pm from Tuesday to Thursday. The childminder closes for bank holidays and one week at Christmas. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. The childminder works with two assistants.

Information about this inspection

Inspector

Jacqueline Coomer

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 provision.
- The childminder and the inspector had a learning walk around the setting and discussed the learning intentions for children and how the environment is arranged.
- A joint evaluation of a teaching activity was carried out by the childminder and the inspector.
- The inspector sought the views of parents and spoke to staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact this has on children's learning.
- The inspector held discussions with the childminder and looked at relevant documentation and evidence of staff suitability.

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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