

Childminder report

Inspection date:

13 September 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are confident, happy and relaxed in this childminder's care. The childminder nurtures a close relationship with children. She is calm, respectful, caring and attentive to their needs. This helps to support their emotional development well. Children enjoy playing alongside her. They relish fun and playful conversations about familiar routines. For example, at lunchtime, children and the childminder give a detailed description of how to make a sandwich. Children develop their understanding of being healthy because they talk about the healthy foods they like to eat. They deepen their knowledge as they wash their hands and help wipe down the table to clear the germs away.

Children choose favourite resources and activities from the good range available to them. They include the childminder in their games and imaginary play. The childminder uses these play opportunities to support learning and progress. For example, they make decisions together about which resources they need to make lunch in the role-play kitchen. The childminder asks open-ended questions to help develop children's mathematical ideas during water play. They explore together as they fill and empty containers while introducing mathematical words such as 'full', 'lots' and 'empty'. Furthermore, they solve simple mathematical problems as they add two scoops of macaroni and then add one more scoop to make three.

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

- The childminder builds strong relationships with children. She has a very calm and sensitive manner with the children. She takes time to explain carefully and listen attentively as she plays alongside them.
- The childminder plans interesting and motivating play experiences to support children's learning. She assesses children's development and prioritises next steps. For example, a focus on developing children's small physical movements is supported well as the childminder teaches children how to unscrew lids from little bottles in water play.
- The childminder's improved interactions with children as they play help support them well. Furthermore, she has developed her own understanding of child development considerably since the last inspection. As a result, she knows how to focus on next steps and widen children's experiences as they play. Her improved knowledge and understanding of how young children learn is evident in her daily interactions with children.
- Children's communication and language development are a priority. For example, the childminder supports children's pronunciation as she sensitively repeats their mispronounced words correctly. She introduces children to new words as they play, talk, read and sing.
- The childminder has a clear intention for her curriculum and childminding

service. She reflects on her own practice and is passionate about developing her knowledge and understanding even more. She is proactive in accessing a wide range of professional development opportunities. For example, she has recently completed child development training and accesses support from the local authority. The childminder has plans to increase her knowledge and understanding of how to further support children with special educational needs and/or disabilities (SEND). This will help her focus her curriculum so that it is ambitious for all children.

- The childminder supports children's personal, social and emotional development very well. She takes time to talk with children about their feelings, concerns and what they enjoy doing. She develops close relationships with children and their families. This helps her know the children she cares for well.
- Partnerships with parents are strong. This helps the childminder meet the children's needs on a daily basis. She uses phone messaging and newsletters to make sure parents know about what their children have been doing. She shares development milestones with them in written reports. She talks with parents every day and this helps effective communication.
- Children choose from a wide range of resources and thoughtfully planned activities. They enjoy making cups of tea to share in the role-play kitchen. They pour and fill containers in the water play outside. However, children do not always have enough opportunity to explore open-ended play or investigate creatively in their child-led play time. This limits their sensory development.
- The childminder makes sure that children develop their understanding of their own community and the wider world. In particular, they enjoy outings in the local area such as trips to the zoo, local libraries and museums. Visits to attractions such as farms and an aquarium provide children with a wide range of experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms that would alert her to children being at risk of abuse or harm. She describes the prompt action she would take if she had concerns about any of the children in her care. She accesses a wide range of safeguarding and child protection training. This helps her keep her knowledge and understanding updated. Furthermore, she makes sure that her co-childminders have the necessary safeguarding knowledge they need. The childminder makes sure her home is secure. She completes risk assessments daily to minimise hazards and keep children safe. She and her co-childminders each hold a paediatric first-aid qualification.

What does the setting need to do to improve?

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

- enhance children's sensory development further by providing more opportunities for creative development and open-ended play
- continue to reflect on professional development opportunities and use this information and understanding to continually improve and enhance the curriculum for all children, including those with SEND.

Setting details

Unique reference number	2562267
Local authority	Dudley
Inspection number	10269813
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	2 to 4
Total number of places	18
Number of children on roll	3
Date of previous inspection	2 December 2022

Information about this early years setting

The childminder registered in 2019. She holds an appropriate early years qualification at level 3. She works with her husband, who also holds a relevant level 3 qualification, as a co-childminder. She also works with an unqualified assistant. The childminder operates all year round. Sessions are available Monday to Sunday, from 6am to 10pm. The childminder provides overnight care on request. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Juliette Freeman

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable for children.
- The inspector observed the childminder's interactions with children.
- The childminder spoke to the inspector about their curriculum and intentions for children's learning.
- The views of parents were gathered through written feedback and taken into consideration by the inspector.
- The inspector held discussions with the childminder regularly during the inspection.
- The childminder showed the inspector documents, including paediatric first-aid certificates and suitability checks.

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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