

Childminder report

Inspection date: 22 June 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. They eagerly involve the childminder in their play. New children benefit from supportive settling-in arrangements. The childminder adjusts these to meet children's and parents' needs. Children receive lots of cuddles from the childminder, particularly if they become tired or upset. This successfully supports children's emotional well-being and they are quickly soothed.

Children are well-motivated to play and learn. The childminder understands how each child prefers to play and about their individual interests. Children make choices in their play and independently access toys. New children confidently explore drawers and boxes where the play equipment is stored. They quickly become familiar with the childminder's expectations and routines. Children gain good levels of independence and learn to manage their personal care routines. This includes learning about good hygiene routines.

The childminder provides children with a good range of opportunities to be imaginative. Children pretend to serve meals and drinks in the role play kitchen. The childminder helps them to understand that it is 'just pretend'. She helps them to extend their imaginative play, for example modelling sounds for pouring cereal into a bowl and making a drink.

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

- The childminder has successfully addressed actions raised at her last inspection and is committed to making further improvements to her practice. She completes regular training to keep her knowledge and skills updated. Recent training has helped her to deepen her understanding of children's thinking processes and how these influence their behaviour. The childminder supports her assistant to ensure they understand their role and responsibilities.
- The childminder has developed her partnership working with parents. Parents speak positively about the service that she provides. The childminder gathers detailed information about each new child from their parents before children start so that she can plan for their individual learning needs from day one. However, she does not consistently liaise with other settings where the new children also attend, to ensure that she has a fully comprehensive picture of children's learning needs from the outset.
- The childminder has a secure knowledge of child development and how young children learn. She skilfully uses her observations of children and analyses these to identify what children already know. This helps her to identify where to prioritise children's learning next. She has designed her education programmes to help children to build on their knowledge and skills over time. Teaching is

good. However, the childminder overlooks some opportunities to further extend learning and help children to make the best possible progress.

- The childminder skilfully supports children to progress in their communication and language development. For example, she carefully listens to the language that children use and provides good language models to extend their vocabulary and sentence construction. Toddlers clearly explain their needs and wishes using two words. They listen attentively to what the childminder says and answer simple questions. Older children learn about language to express how they feel.
- The childminder provides children with a good range of opportunities to develop their mathematical knowledge. This includes opportunities for matching, sorting, colour recognition, number language and counting skills. Children develop a love of books and enjoy using the illustrations and their own words to read a story. Younger children understand that images can represent objects and have a meaning. This supports their early reading skills well.
- Children behave well and the childminder helps them to understand about rules and boundaries. For example, older children learn that there are times when adults make the decisions and the reasons for the rules. Children enjoy the regular praise and encouragement that the childminder provides them with. This supports their confidence and self-esteem effectively.
- The childminder supports children's health well. She makes careful risk assessments to ensure that children are safe when they play in the sun. She works with parents to ensure that children's lunch boxes are healthy and nutritiously balanced. The childminder follows good hygiene routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily checks on the premises to ensure children play in a safe environment. She knows how to prepare food safely to help reduce the risk of choking and supervises children well. The childminder attends safeguarding training to keep her knowledge and skills up to date. She trains her assistant in her safeguarding policy. The childminder and her assistant have a good understanding of the signs and symptoms of abuse and know what to do and who to contact if they have any concerns about a child's welfare. They know who to contact should they have concerns about the conduct of another childminder or childcare provider.

What does the setting need to do to improve?

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

- reflect further on teaching and planning to identify how to further challenge children in their learning
- develop links with staff at other early years settings that the children attend, to share information and build the strongest picture of children's learning and

development from the outset.

Setting details

Unique reference number	2589685
Local authority	Dudley
Inspection number	10204308
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	23 July 2021

Information about this early years setting

The childminder registered in 2020 and lives in Netherton, Dudley. She provides care on Monday to Friday, from 7.30am until 6pm, all year round, except for family holidays. The childminder holds an appropriate childcare qualification at level 3. She receives funding to provide free early years education to three-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the childminder, her assistant and the children, and read the written views of parents.
- The inspector sampled some of the setting's documentation, including qualifications.
- The childminder and the inspector completed a joint observation of an activity.

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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