

Childminder report

Inspection date: 12 December 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and calm in this nurturing childminder's home. They enjoy warm interactions from the childminder and have developed a strong bond with her. Children demonstrate that they feel safe and secure. The childminder meets children's care needs well. For example, children are quickly soothed when they get upset or unsettled. They sleep according to their individual needs. The childminder uses praise and encouragement, which helps to enhance children's confidence and motivates them to keep trying. This helps children to build self-esteem.

Children are keen to explore the accessible resources. They delight as they build towers using wooden bricks, and identify animals on a mat. Children take turns to name the animals and talk about the noises they make, with support from the childminder. For example, they relish in joining in when asked about the sound that a duck makes. Furthermore, the childminder questions the children skilfully. She talks about where they might see ducks and relates this to the park and the weather saying, 'It might be an icy pond for them today'. This helps children to make connections to their prior experiences and extend their learning.

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

- The childminder is reflective of her practice and knows what she needs to improve on. She attends specific training to enhance her professional development. For example, the childminder talks about recent training that she has completed and how this has helped her to understand how to further support children, particularly with their communication skills since the COVID-19 pandemic. However, she is yet to apply this learning in her day-to-day practice and make the most of opportunities to fully promote the youngest children's communication skills.
- The childminder plans her curriculum around the children's interests and what she wants them to learn next. She makes regular assessments of children's learning and uses this information to provide exciting and engaging activities for children. She has high expectations of what children can do. Children make good progress in their learning.
- The childminder supports children's fine motor skills. For example, children enjoy scooping oats in to bowls with spoons and sprinkling ingredients into their bowls. They move their fingers as modelled by the childminder. Furthermore, children access a range of writing tools, such as felt-tip pens, as they colour and make marks on paper. These experiences help children to develop coordination and control, and promote their early writing skills.
- The childminder models language well. For example, she encourages children to repeat words back, such as 'scoop', 'more', 'pour' and 'enough'. She talks to older children as they engage in their chosen play and carry out activities. For

instance, she introduces new words, such as 'recipe', when decorating cupcakes and talking about what is needed for their icing mixture. This helps the older children to develop their language skills.

- Children develop a love for books and reading, and frequently choose books to read throughout the day. This helps children to improve their early literacy skills while they listen to stories, repeat new words, and develop their understanding. Children turn pages in books and recognise and name familiar objects. Older children confidently retell the story and often finish sentences. They are beginning to understand that print has meaning.
- Children are learning how to be healthy and stay safe. For example, at snack time, the childminder talks to them about healthy eating and the importance of washing and cutting fruit carefully so that it is safe to eat.
- Children are gaining an understanding of themselves and are beginning to develop a sense of belonging. The childminder takes children to the local park to enhance their learning opportunities, and uses books to promote their understanding of the diversity of people. However, there are not enough high-quality experiences to enrich children's knowledge and understanding of different cultures and diversity that reflect the wider community.
- Parents speak highly of the childminder. They say that their children enjoy their time in the childminder's care. They feel that their children are 'incredibly cared for' and make progress in their learning and development. Parents comment that they receive daily communication from the childminder about their children's day and say that the childminder 'goes above and beyond' to ensure that children have the best learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding duties and follows local safeguarding procedures. She knows the signs of abuse, including indicators that a child may be at risk from extreme views and behaviour. She knows the procedures to follow should there be an allegation made about herself or a member of her household. The childminder demonstrates her understanding of administering medications and recording accidents, and is trained in paediatric first aid.

What does the setting need to do to improve?

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

- strengthen practice and implement strategies from recent training to further support younger children's acquisition of communication skills
- enhance learning experiences to help children to develop a deeper understanding of other cultures and diversity that reflects the wider community.

Setting details

Unique reference number	2602893
Local authority	Dudley
Inspection number	10263005
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 3
Total number of places	9
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Stourbridge. She operates from Monday to Friday, 7.30am to 5.30pm, all year round, except for family holidays and bank holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Reena Rai-Aheer

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 childminder.
- The childminder and the inspector completed a learning walk of her home together to discuss the childminder's intentions for children's learning.
- The inspector spoke to parents and children during the inspection and took account of their views. She also took account of written views of parents that were provided to her.
- The childminder and inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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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