

Childminder report

Inspection date: 25 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are settled and happy at this welcoming and friendly setting. They confidently play and engage with each other and the childminder. Children are curious and creative learners. They generate their own play and encourage other children to join in. For example, they hide toys around the childminder's house, pass a magnifying glass to their friends and ask them to go on a 'treasure hunt'. When they find the toys, they jump in excitement and praise each other for finding the treasure. Children laugh, smile and eagerly join in with well-known songs and rhymes. Younger children giggle as they move rhythmically to the songs and attempt to copy some of the words, sounds and actions. This provides opportunities for children to express themselves creatively.

The childminder plans her curriculum around children's interests. For example, when children show an interest in trains, she takes them on a train to the local museum. This provides children with opportunities to learn about the local community and the world around them. The childminder prioritises outside learning for all children. Children explore local woodlands and national trust properties. This encourages children to boost their physical skills in a natural way. The childminder supports children to develop their confidence and social skills during their time with her. They have the opportunity to interact with others at a local toddler group, which they attend weekly.

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

- The childminder supports children's personal development. She works with parents to ensure that children have access to a healthy lunch and snacks throughout the day. Children are encouraged to learn about good hygiene practice, and the childminder encourages older children to wash their hands independently before mealtimes.
- The childminder works well with her co-childminder to reflect on her practice. As a result, she has started to communicate children's experiences electronically with parents. The childminder sends out questionnaires and considers the responses, to involve children and their parents in the evaluation process.
- The childminder gathers detailed information from parents about what children know and can do when they first start. She uses this information to ensure that children settle quickly and to plan ongoing experiences to help children make progress. The childminder uses her own observations to assess how she can help children learn more.
- The childminder plans her curriculum well and takes into account all areas of learning. She talks about the learning development of the children in her care. The childminder organises activities based on children's progress and their interests. However, on occasions, planned activities could more consistently

support individual children's learning and development.

- Parents speak highly of the childminder. They comment on how they feel it is a home-from-home environment and the positive experiences their children engage in, especially outdoors. Parents discuss how the childminder always takes time to give a detailed verbal handover about their child's well-being and learning development.
- The childminder supports children's language development. She joins in with children's play, narrating their actions. However, she could enhance these opportunities further to support older children to learn new words and widen their vocabulary.
- The childminder supports children to behave well and respect others. Older children praise younger children when they make shapes with the play dough and they smile with pride to each other.
- The childminder successfully promotes children's understanding of mathematical concepts. She skilfully weaves number, shape, colour and size into all aspects of children's play. For example, she encourages children to use their counting skills when they add more food into the bird feeder, and children are able to identify 'big' and 'small' balls of bird food.
- The childminder has developed good relationships with staff at local pre-schools and schools to share knowledge of the children and to support their transitions. This allows children to have continuity of their learning when they attend more than one setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs of abuse and neglect. She knows the policies and procedures to follow if she has any concerns regarding children's safety and welfare. The childminder promotes children's understanding of taking risks and keeping themselves safe. She assesses potential risks and hazards around her home, including checking the garden and the outside equipment daily. She promotes online safety with older children. The childminder keeps all training up to date, including 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 plans for children's learning during adult-led activities so that there is a clearer focus on the precise skills each child will gain, to fully maximise these learning opportunities
- make the most of every opportunity to support and promote children's speech and vocabulary, to further develop their language and communication skills.

Setting details

Unique reference number	2604352
Local authority	Dudley
Inspection number	10260030
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 9
Total number of places	27
Number of children on roll	27
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and is based in Stourbridge. She operates all year round from 7.45am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3. The childminder works with a co-childminder.

Information about this inspection

Inspector
Freya Marskell

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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