

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. The childminder is nurturing and affectionate. Children respond well to this. They go to her for hugs and ask for support when they need it. For example, they ask, 'Can you help me with this, it's a bit tricky?' This supports children to feel emotionally safe and secure. Children are encouraged to become independent learners. Older children are able to put their own shoes on when they wish to go outside to play, knowing the childminder is there for support if needed. This encourages children to learn skills in readiness for starting school.

The childminder provides opportunities for children to learn about the local community. They visit the museum by train, where they learn about local history. The childminder prioritises outside experiences for children. For instance, they enjoy going to explore local woodlands and national trust properties. This helps to boost their physical skills in a natural way. Children develop good social skills while interacting with people from the community, on trips and visits to the local toddler group. This supports them to develop their confidence in new situations.

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

- The childminder knows the children extremely well. She uses this knowledge to provide resources and activities that follow children's interests. As a result, children are keen to involve themselves in a range of experiences and they make timely progress in their learning.
- The childminder supports children's personal development. For example, she speaks to the children about brushing their teeth and the importance of oral hygiene. Children are also encouraged to access drinks independently throughout the day.
- The childminder works well with her co-childminder to reflect on her practice. As a result, she has formed new ways to communicate children's development with parents. The childminder sends out questionnaires and works with parents to evaluate her practice continuously.
- Overall, the childminder's curriculum is well thought out. It is based on children's interests and covers all areas of learning. The childminder understands children's abilities and interests. She accurately assesses children's progress and plans appropriate next steps for their development. However, on occasions, planned activities are not sufficiently engaging to fully support individual children's ongoing learning and development to the very highest level.
- Parents speak highly of the childminder. They comment on how children enjoy their time at the setting and the positive experiences they receive. Parents appreciate the regular information they receive through daily communication and newsletters about their children's progress.

- The childminder supports children's language development. She joins in with children's play, reads stories to children and encourages younger children to identify body parts by pointing and repeating the word. However, she could enhance these opportunities further to support older children to learn new words and widen their vocabulary.
- The childminder has built good relationships with staff at the local schools and pre-schools. She confidently shares knowledge and learning development with others to ensure that children can reach their full learning potential in both settings they attend.
- The childminder supports children to behave well and respect others, and she is a good role model. She encourages children to use good manners, which supports their understanding of how to treat others. Children are kind to each other, and older children take on a role of supporting younger children. The childminder praises children for their kind behaviour.
- The childminder successfully promotes children's understanding of mathematical concepts. For example, she encourages children to use their counting and measuring skills when making play dough. Older children compare the sizes of the spoons, while younger children are encouraged to identify the colour of the play dough.

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 to ensure that children are at minimal risk of harm during their time with her. The childminder is aware of safeguarding concerns and the signs and symptoms to look out for. 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	2605983
Local authority	Dudley
Inspection number	10260031
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	3
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 spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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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