

Childminder report

Inspection date: 15 April 2024

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

The childminder has good relationships with children and their parents. There is warm affection between the childminder and children, such as when children clamber onto the childminder's knee to share a story. The childminder works closely with parents to share information to help them to support their child's learning at home, especially for those children with special educational needs and/or disabilities. This helps to promote consistency in children's learning between home and the childminder's setting.

The childminder manages and promotes children's behaviour well. She has consistent and high expectations of how children should behave. The childminder sensitively helps children to recognise and manage their feelings while they learn how to take turns and share.

The childminder plans and promotes children's engagement and motivation to learn well through activities. Children's level of concentration is high and they maintain their interest from the beginning to the end of activities. For example, during baking activities, children are eager to take part. They have a go at all the tasks involved to make cakes, such as whisking and pouring. Children sustain their interest to complete the activity and wait patiently for the cakes to bake.

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

- The childminder has developed a good curriculum that is designed to help all children, including disadvantaged children, to make good progress from their starting points. The childminder's implementation of the curriculum also helps to close gaps in children's learning. The childminder plans and delivers a broad range of activities. This helps children to experience things that they may not get to do at home, such as forest school and trips to the library.
- The childminder understands what children need to learn and in what order. She teaches younger and less-able children to manage their feelings, follow rules and use words to communicate. This helps to prepare them for the next stage in their learning.
- The childminder evaluates her practice well. She works with a local mentor childminder to identify her strengths and areas for further development. This has resulted in the childminder developing the skills to accurately assess and monitor children's learning. The childminder has undertaken some professional development to offer a broad curriculum. She has plans to develop her knowledge and skills of teaching children's communication skills further. However, she has not yet implemented this to help to ensure that her teaching in this area is consistent.
- The childminder has a strong focus on promoting children's love of reading and

books. This is specifically through her planned daily story and rhyme times, as well as through trips to the local library. Overall, the childminder interacts well with children to help to promote their speech and language development. However, she does not consistently model the correct pronunciation of words and sounds to children when they say them incorrectly. This means that children do not always hear and say words and sounds correctly. As a result, children do not make the best possible progress in their communication and language development.

- The childminder respects and celebrates the uniqueness of each child who attends her setting. She uses the information that she obtains from parents when children first start attending, to promote children's respect, tolerance and learning of different customs and religions. For example, children learn about Muslim and Christian beliefs through the daily routines and by joining in with different celebrations and festivals, such as Easter and Eid. This helps to prepare children for life in modern Britain.
- The childminder promotes children's healthy lifestyles well. She teaches children the importance of hygiene routines, including handwashing. The childminder promotes children's good diet, and exercise is part of the daily routine.
- The childminder provides nurturing care. This helps children who are just starting to attend to settle in quickly and become familiar with the setting. Children quickly develop a relationship with the childminder and feel secure enough to separate from their parent. This promotes children's personal, social and emotional development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- implement the plans for professional development to enhance further the teaching of children's communication and language skills to consistently help them to hear and say words and sounds correctly.

Setting details

Unique reference number	2655992
Local authority	Dudley
Inspection number	10335458
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	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Dudley. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Scott Thomas-White

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 how she organises her early years setting, including the aims and rationale for her curriculum.
- Children communicated with the inspector during the inspection. Parents shared their views of the setting with the inspector.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- 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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