

Childminder report

Inspection date: 21 November 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 creates an environment where children feel safe and secure. He speaks to children with respect and is a good role model. He uses good manners and positive language in his interactions with children. Children are considerate to each other. They show a good understanding of kind behaviours. They repeat the childminder's motto of 'sharing is caring' when they share toys and think of others in their play. Children become increasingly confident and show good levels of independence as they learn to do basic tasks for themselves. For example, they tidy away their toys and put on their outdoor clothes.

The childminder provides children with a warm and welcoming environment in which children learn through play. Children are happy and confident learners. The childminder uses children's interests and any gaps in their learning to develop a well-sequenced and exciting curriculum. Therefore, children engage well in a range of age-appropriate activities. The childminder is enthusiastic and creative in his approach. Children show excitement in their learning. For example, outdoors, children investigate different textures and materials, such as flour, grains and pasta. They are highly imaginative as they make 'porridge' and demonstrate good hand-eye coordination and small motor skills as they scoop and stir the mixture.

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

- The childminder is enthusiastic about the care and education children receive. He wants children to be confident individuals and to be school ready following their time with him. He supports children to build on what they already know and embed their prior learning. He supports children to acquire new knowledge and experiences that help them to learn about the world around them and establish important life skills. The childminder values the importance of professional development and undertakes training to improve his teaching to an even higher level.
- Children enthusiastically engage during their play. They develop skills across all areas of the curriculum. The broad range of activities, both indoors and outdoors, ensure that all children make good progress from their starting points. For example, children use their imagination as they make cakes from small construction toys. They build on their communication and language as they discuss how to cook their creations. They develop their social skills as they share with their friends.
- The childminder integrates music and movement into daily routines, making children's learning both fun and meaningful. He uses music to promote all areas of development, such as coordination, language skills and social interactions. Children develop their motor and coordination skills as they dance and move. They follow instructions through action songs and thoroughly enjoy singing

along.

- Children benefit from experiences outside the childminder's home. They visit the library and choose books to take home. They access the local museums, and also visit the canals, park and nearby shops. This helps children to understand their local community and the world they live in.
- Children start to develop some mathematical knowledge. They show an early understanding of shapes, counting and mathematical language, such as more and less. However, the childminder does not always recognise possible learning opportunities to challenge children further in this aspect of their development, such as supporting their understanding of size and number recognition.
- Parent partnership is strong. Parents comment how they have confidence in the care and attention that the childminder and the co-childminder give their children. They receive daily communication about their child's day and developmental milestones. The childminder considers how to build on children's learning at home. However, the childminder does not always focus these home-learning activities in line with children's next steps, meaning they do not always have the intended impact on their learning.
- The childminder supports children's early communication and language skills well. He narrates children's play and asks open-ended questions to promote further conversations. Children eagerly listen to stories with the childminder. This supports the development of children's communication and language skills.
- The childminder promotes children's health and well-being. Children start to develop good habits, such as washing their hands before eating. The childminder talks to them about keeping safe. For example, he ensures that they understand road safety when they go out into the community. Children show they are knowledgeable about safety as they play. As they role play using knives, they recognise they are sharp and need to be careful. The childminder understands his safeguarding responsibilities and how to keep children safe.

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:

- enhance further the curriculum for mathematics to ensure that every opportunity is utilised to extend children's learning as far as possible
- build on the already good opportunities to develop children's learning at home to ensure the best possible outcomes in line with their next steps.

Setting details

Unique reference number	2676130
Local authority	Dudley
Inspection number	10372197
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Dudley. He operates all year round, from 7am to 10pm, Monday to Friday, except for bank holidays and family holidays. Weekend care is also available. The childminder works alongside another registered childminder and, on occasion, an assistant. The childminder provides early education funding for all eligible children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how he ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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