

Childminder report

Inspection date: 17 October 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's home is a stimulating and nurturing environment where children can play and learn safely. The childminder understands that children need to feel happy and secure if they are to learn effectively. The childminder seeks important information about children's preferences and routines when they first start. She quickly develops warm, trusting relationships with children and their families. This helps children to form secure attachments and supports their personal and emotional well-being effectively.

The childminder has adopted a curriculum that is designed to give all children high-quality learning experiences. She provides a wide range of toys and resources to enhance children's learning. The childminder enables children to make choices about their play and engages in warm interactions with them to extend their learning. For instance, when babies choose to play with stacking cups, the childminder counts to three as they build a tower together. Older children are challenged to select pom-poms with tweezers to strengthen their finger muscles and develop their pincer grip in preparation for later writing. This promotes children's growing independence and supports their development in all areas of their learning.

The childminder has clear expectations for children's behaviour. These are based on positivity and mutual respect. She supports children to recognise their emotions and begin to understand and manage these feelings in age-appropriate ways.

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

- The childminder has a good understanding of how young children develop and learn. She has high aspirations for all children and makes accurate assessments of their learning. This means that the childminder knows what children already know and can do and what they need to learn next. The childminder plans exciting learning opportunities, such as a Halloween-themed treasure basket, designed to engage children's interests and natural curiosity. However, she does not always identify clear enough intentions for learning. This means that teaching is not always sharply focused enough to have maximum impact on children's learning.
- The childminder engages in constant dialogue with children. She models language well. For example, when making a bottle, she says, 'I am putting the kettle on.' She recognises babies' babbling as an early form of communication. The childminder introduces new words, such as 'ghost' and 'costume', to broaden children's vocabulary. This supports children's communication and language development effectively.
- The childminder provides opportunities for children to explore early

mathematical ideas through play. She uses the language of number, size and time in her interactions with children. This exposes children to mathematical ideas from a very early age and supports their development in this area of learning.

- The childminder has effective strategies for promoting positive behaviour. She helps children to explore what it means to be happy, sad or angry. This supports children to make positive choices about their behaviour and begin to recognise their emotions in ways that are appropriate to their ages and stages of development.
- The childminder takes children on regular outings in the community to the local park, library and shops. She uses these outings as an opportunity to teach children about keeping themselves safe. For example, children learn to be aware of risks, such as traffic or animals. As a result, children gain important knowledge for later life and develop their understanding of the world.
- The childminder is fully aware of the importance of an effective partnership with parents and works hard to foster this. She regularly shares important information about children's learning with parents. Parents appreciate the regular updates they receive from the childminder about what their children have been doing and how they are getting on. Furthermore, the childminder has completed a range of training to further develop her professional knowledge and practice. This supports her in her desire to deliver high-quality care and experiences for the children in her care.

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:

- consider the intention of planned activities to ensure that they are sharply focused to build on what children already know and can do to extend learning more effectively.

Setting details

Unique reference number	2687915
Local authority	Dudley
Inspection number	10365679
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 2
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Stourbridge. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Sarah Dukes

Inspection activities

- The childminder showed the inspector the premises and discussed how she 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.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has 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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