

Childminder report

Inspection date: 12 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are at the heart of everything the childminder does. She knows the children well and provides them with experiences unique to each child's needs. Children enjoy completing complex puzzles. They use the shapes to think about how to fit the pieces together and are proud of their achievement. Children concentrate and persevere on tasks they enjoy. They count confidently during aspects of their play. Children show they have learned to count backwards as they race cars down a plastic pipe. They eagerly look at their favourite books and repeat words they are familiar with.

The childminder supports children with special educational needs and/or disabilities (SEND) well. Children are confident to express themselves and make their needs known. For example, they say when they are hungry and choose what they want to do. The childminder gives consistent messages and her approach to managing children's behaviour is good. She is a positive role model and her expectations for every child are high. As a result, children learn to manage their emotions and regulate their behaviour.

The childminder offers children a caring home away from home environment. She builds positive relationships with children and their families. This helps children to feel emotionally secure. Children show their excitement as they arrive at the setting. They are settled, confident and happy in the childminder's care.

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

- The childminder has continued to improve her practice and has met actions set at the previous inspection. She reflects on what is working well and completes mandatory training to keep up to date with current guidance and legislation.
- The childminder closed her provision for a period of time during the COVID-19 (coronavirus) pandemic. She stayed in touch with families and shared video messages to support children while they were off. This helped children to settle back in quickly on their return.
- The childminder quickly identifies when children are not developing typically for their age and makes timely referrals. She works with other professionals closely and puts specific targets in place. This helps children with SEND to close gaps in their learning. However, the childminder does not consistently plan a breadth of experiences for these children to enable the best possible progress.
- The childminder is in tune with children's individual capabilities. She observes and assesses children and identifies what they need to learn next. The childminder places a strong focus on developing children's communication and language, and personal social and emotional development. She follows the children's lead and joins in with their play to reinforce what they know. This

helps them to remember more and gain further knowledge.

- The childminder communicates well with children. She uses simple words and sentences to help build on children's understanding. The childminder uses repetition and says words clearly to help children to hear the correct pronunciation. Children who have limited language are rapidly building on the number of words they speak. They are showing a keen interest in stories, songs and rhymes. Children show an understanding of questions and instructions and make their needs known through actions and words.
- The childminder takes children out to events for childminders and to the local park. She recognises where children will benefit from social interaction and plans experiences to support this. The childminder has a range of resources to reflect diversity. She uses these as discussion points to help children recognise that they are unique. The childminder uses everyday experiences, such as going for walks and visiting shops, to help children to become familiar with their community.
- Children have lots of opportunities to develop their physical skills. They ride push along toys and progress to riding tricycles. The childminder encourages children to climb the stairs safely and they show they can do this with ease. The childminder helps children to strengthen their muscles in preparation for writing. They enjoy threading, using tools in the sand and making marks with chalks.
- The childminder supports children to manage their self-care skills. They demonstrate the skills they are learning, such as washing their hands and undressing when using the toilet. Children independently move around the childminder's home and make choices of what they want to do.
- Partnerships with parents and other settings children attend are strong. The childminder consistently shares information about children's progress. She shares ideas with parents to help support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides children with a safe environment. She teaches them how to manage appropriate tasks safely. The childminder has completed child protection and 'Prevent' duty training. She is alert to the possible risks that children could face in their home or in the wider community. The childminder knows the signs and symptoms that could suggest a child is suffering from abuse. She demonstrates a suitable understanding of the procedures to follow in line with the local area. The childminder knows how to take appropriate action to keep children safe.

What does the setting need to do to improve?

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

- improve understanding of how to enhance experiences and learning for children receiving targeted support.

Setting details

Unique reference number	EY278616
Local authority	Dudley
Inspection number	10112121
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	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	21 May 2019

Information about this early years setting

The childminder registered in 2004. She lives in Brierley Hill in the West Midlands. The childminder operates all year round, from 7am until 7pm, Monday to Friday, except for bank holidays and family holidays. She holds a level 3 childcare qualification.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss her intentions for children's learning.
- The inspector spoke to children and parents during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed observations and how the curriculum had been implemented and the impact that this has had on children's learning.
- The inspector reviewed a sample of key documentation.

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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