

Childminder report

Inspection date:

10 September 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Although the childminder ensures children can access many resources and activities appropriate to their age and stage of development, she does not consistently focus her interactions and teaching on children's next steps. This means the quality of education is not yet good. Furthermore, the childminder does not model good hygiene practices during nappy changing and personal care routines. This does not promote children's good health.

Despite this, children demonstrate secure attachments with the childminder. For instance, when they begin to get tired, they climb onto her lap for a cuddle and fall asleep. This shows that they feel safe. The childminder shows children care and attention. For example, when children appear 'out of sorts', she acknowledges their feelings and supports their well-being by offering them a blanket and cushions. This promotes children's happiness as they lie comfortably on the sofa until they are ready to play once again.

Older children enjoy acting out real-life scenarios through role play and small-world play. They form positive relationships with each other as they take turns, both in conversation and sharing resources. The childminder talks to children about her own experiences and encourages them to share their thoughts in return. For instance, when children make pretend pizzas, the childminder explains that although she does not like mushrooms, she will try them as it is important to try new foods. This prompts children to talk about the foods they like to eat.

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

- There are weaknesses in the quality of education that have a negative impact on children's learning. For example, the childminder discusses the skills that she would like children to learn next, such as holding a pencil, forming letters and learning to count in sequence. However, she does not tailor her teaching well enough to ensure that children can practise these skills. Consequently, children do not make rapid progress from their starting points.
- The childminder is not consistent in her approach to good hygiene practices. For example, after changing children's nappies, she used a baby wipe to clean her hands and the nappy mat. Although her actions were later rectified, this was not until it was pointed out to her. Furthermore, the childminder does not encourage children to wash their hands after nappy changes and she does not wash her own hands after wiping children's noses. This increases the risk of cross-infection.
- A range of resources are provided to ensure that children explore and lead their own play. However, the childminder does not always support children to tidy up after themselves to ensure that they learn to respect the resources.

Consequently, the play environment is often untidy. Children stand on toys and, at times, play on their tip toes reaching over resources. This has an impact on children's play experiences.

- Parents and carers positively discuss the care their children receive and how happy children are to attend. They comment on the feedback they obtain from the childminder about their children's day. However, the childminder does not ensure that all parents know and understand their children's targeted next steps so that they can further support learning at home. However, the childminder downloads resources from the internet and makes story sacks to promote children's interests. She lends these to parents to encourage further interactions and communication at home.
- The childminder reads stories to children to evoke their imagination. She encourages them to notice the illustrations to engage them in conversations. Children take it in turns to press the sound buttons and turn the pages. This promotes their interest in reading.
- Children have opportunities to extend their learning in the local community. For example, they regularly visit parks and green spaces to learn about nature. They take part in litter-picking activities and meet new people at the community centre. These experiences help to broaden their understanding of the world.
- The childminder completes progress checks for children between the age of two and three years. This helps her to identify any gaps in children's learning. She is confident to refer children with special educational needs and/or disabilities to the relevant agencies to ensure they receive additional support.
- The childminder understands her responsibility to support children with dietary requirements. For example, she provides children with home-made meals to guarantee that all allergies and intolerances are adhered to. She has recently completed adrenaline auto-injector training so that she can act effectively in the event of an emergency.
- The childminder has plans to undertake higher qualifications to help to improve children's outcomes. She has recently completed training to support children's language skills.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve hygiene practices, in particular handwashing and nappy changing procedures, to support children's good health	24/09/2024
improve practice to ensure children's next steps are planned for and feed into everyday activities and play experiences.	08/10/2024

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

- review the organisation of the play environment to ensure children play and learn in a tidy and safe environment
- strengthen information-sharing with parents so that they are clear about children's next steps for learning.

Setting details

Unique reference number	EY334925
Local authority	Dudley
Inspection number	10359879
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 December 2018

Information about this early years setting

The childminder registered in 2006 and lives in Halesowen, Dudley. She operates all year round, from 7.30am to 5.30pm from Monday to Friday, except for bank holidays and family holidays. She holds a relevant early years qualification at level 5. The childminder is eligible for funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mikaela Stallard

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 childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and the children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and the children at appropriate times during the inspection.
- The views of parents were considered by the inspector, through telephone discussions.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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