

Childminder report

Inspection date: 19 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy in the care of the childminder. They thoroughly enjoy the time that they spend with her and the other children who attend. Children make good progress and develop a strong foundation for their future learning. They have good social skills and seek out the company of their friends, such as inviting them to sit next to them. Children have good communication skills. For example, they attentively listen to what others say and then offer their own thoughtful ideas.

Children develop an interest in and love of books. The childminder provides them with a range of reading materials to support their many interests. This includes learning facts from non-fiction books about topics they are fascinated with, such as castles and knights. Children concentrate well as they listen to stories. They show that they have a good understanding of the characters and events with their thoughtful responses and discussions.

The childminder prioritises children's well-being. She works closely with children's parents from the onset, to help to plan the learning environment to reflect their interests. This helps children to successfully manage the separation from their parents or carers and to feel confident, and secure in the new surroundings.

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

- The childminder is fully committed to improving the service she provides and her professional development. She reflects accurately on her practice and identifies further areas for development. Recent training on the use of sign language helped her to extend her teaching skills to develop further the support for children's communication and language development.
- The childminder carefully monitors the progress that children make. She uses her good knowledge of child development and her overarching education programme, to identify what children need to know next. However, the childminder does not give the fullest consideration to how some of her intentions for children's learning will specifically help to build on what they already know and can do.
- The childminder provides children with a good balance of adult-led learning experiences and opportunities to make decisions in their play. For example, children develop their understanding about materials and their properties. They consider whether an object will float or sink and make thoughtful predictions, and test out their good ideas. Children initiate their own games, such as playing hide and seek. However, the childminder does not precisely plan how to further build on the knowledge that older children already have, to provide them with even greater challenge.
- The childminder skilfully supports children's communication and language

development. She provides them with a good language model to expand on their vocabulary and understanding of words. Children learn alternative words for small, such as 'tiny' and 'minute'. They use the words 'author' and 'illustration' when they talk about their favourite books.

- Children are motivated to play and learn. They become fully immersed in their learning and are keen to share new discoveries with the childminder and their friends. Children particularly enjoy observing how plants change and grow.
- Children progress well in their physical development. They eagerly use equipment that helps them to develop good balance and control, such as avoiding obstacles and other children when they use a balance bicycle.
- The childminder provides children with a wide range of interesting experiences to support the expression of their creative ideas and appreciation of the arts. Children learn what it would have been like for artists who painted the ceilings of historic buildings. For example, they lie on their backs to paint the underneath of a table and explore painting from a different perspective.
- Children learn about the benefits of healthy lifestyles. This includes knowing about healthy food choices and hygiene routines, such as the importance of frequent handwashing and brushing teeth. They gain confidence in their own abilities and have good levels of independence.
- Partnership working with parents is strong. The childminder keeps parents fully updated on their child's progress and encourages two-way discussions about children's achievements at home and their current interests. Parents speak positively about the progress that their children make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her knowledge of safeguarding children. She has a thorough understanding of signs that might indicate a child is at risk. The childminder knows about the local safeguarding procedures to follow if she has identified any concerns about a child's welfare. She completes careful risk assessments of her home, garden and places they visit, so children can play safely. The childminder knows what to do should she have concerns about the conduct of a person working in childcare. She understands that she must notify Ofsted of changes to household members and complete the required suitability checks.

What does the setting need to do to improve?

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

- enhance the use of observations of children's achievements to specifically identify what children need to know next, to more precisely build on their knowledge and skills
- give further consideration to the planning for adult-led activities to identify how

to extend the learning for older children.

Setting details

Unique reference number	EY386267
Local authority	Dudley
Inspection number	10106510
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	0 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 August 2015

Information about this early years setting

The childminder registered in 2008 and lives in Halesowen, Dudley. She operates all year round from 7.45am to 4.45pm, Monday to Friday, during term times only. The childminder holds an appropriate early years qualification at level 3. She receives funding to provide free early years education for three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these had on children's learning.
- The inspector interacted with the children, and took into account the views of parents.
- The inspector sampled some of the childminder's documentation, including qualifications.

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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