

Childminder report

Inspection date:

30 September 2022

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder has a wealth of experience. She has a passion for learning and for supporting young children. She has adapted her home to enable children to have a good experience while in her care. Children benefit from having access to a playroom with an abundance of toys, such as books, cars and natural resources. There is also an additional room for children to access, which the childminder makes use of for small-group activities and story times.

Children demonstrate positive attitudes towards learning. For example, the youngest of children cruise round the playroom, confidently choosing toys they are interested in, such as rattles and shakers. The childminder and her assistant use the outdoor area to extend activities and provide opportunities for physical development. For example, after reading the story 'We're Going on a Bear Hunt,' they lead an activity where children re-enact the story and move as the characters do in different ways. The childminder ensures children have frequent opportunities to get to know their local area and socialise with other children.

Children are happy. They form firm attachments and relationships. The childminder and her assistant know the children well, including their likes and dislikes. The childminder finds out from parents about their children's routines, interests and abilities before they start at the setting. She uses this information to plan for children's individual learning. The childminder has high expectations for children's behaviour. She promotes good manners and clear boundaries. As a result, children behave well.

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

- The childminder has a good understanding of how children learn. She knows children well and adapts her teaching to support their individual interests and learning styles. She has an idea of the intentions planned out for adult-led activities and shares these with her assistant. However, on occasions, the childminder and her assistant lose focus during their interactions with children, and the key intentions behind activities are lost. Therefore, children do not excel in their learning to achieve their full potential.
- The childminder and her assistant praise and encourage the children, which helps to promote their confidence and self-esteem. This supports children's emotional well-being.
- The childminder supports children to lead a healthy lifestyle. Meals and snacks are varied, healthy and nutritious. She encourages children to be physically active and ensures they follow good hygiene routines, such as washing their hands before mealtimes. The childminder promotes children's awareness of safety. For example, when going out on trips she teaches children about keeping

themselves safe.

- The childminder has created a lovely learning space outdoors. Children have access to a wide range of resources, such as a playhouse and separate kitchen, which help to ignite their imagination skills. There are bikes and an artificial grass area, which encourages children to physically explore. In addition, there is a sheltered area with a table and chairs set up with pens and paper, which encourages children to develop their mark-making skills.
- The childminder and her assistant are positive role models. Children are familiar with the daily routines and respond well to instructions. Older children help to tidy up and put things back where they belong. Children happily sit next to each other at the table during lunch, accompanied by the childminder and her assistant. Meaningful conversations with children are had at this time, and the experience is calm and relaxed. The childminder talks to children about what they are eating. Children can name food items, such as bananas and nectarines. However, there is scope for the childminder to make better use of these discussions to challenge older children's thinking skills and extend their learning even further.
- The childminder promotes children's communication well. For example, she introduces additional resources, such as props, to support story time, and her assistant sits near children to help them listen. The childminder reads a story that is familiar to the children, which captures their interest. She uses the props successfully to help younger children engage. The childminder and her assistant regularly take children to the local library. This helps to expose children to more experiences to extend their language learning and to support early vocabulary.
- Parent partnerships are strong. Parents comment positively on the thorough systems in place for sharing information about their children. They are complimentary about the childminder and her assistant. The childminder shares information with parents in varied ways, including the use of daily diaries and an online app.
- The childminder keeps her knowledge and skills up to date. She also supports her assistant's professional development and ensures she has access to relevant training, such as safeguarding.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have up-to-date knowledge and understanding of child protection and safeguarding procedures. The childminder prioritises this area of her practice, so they have both recently accessed training to refresh themselves. They both have a clear knowledge of how to respond to any concerns about children's well-being. The childminder's assistant is also confident about the processes to follow if she is concerned about the childminder's practice. The childminder regularly risk assesses her home and maintains high safety standards. There are robust systems to promote children's welfare while on local trips and outings. For example, children wear high-visibility jackets and emergency first-aid kits are taken. This helps 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:

- sharpen the focus of interactions with children during adult-led activities, to fully promote the key intentions and help children excel in their learning and achieve their full potential
- make the most of discussions with older children to introduce them to new concepts and challenge their thinking, to help extend their learning even further.

Setting details

Unique reference number	EY409733
Local authority	Dudley
Inspection number	10235406
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	14
Number of children on roll	14
Date of previous inspection	19 October 2016

Information about this early years setting

The childminder registered in 2010 and lives in Kingswinford. She operates her provision all year round, from 8am to 5.30pm on Monday to Thursday and from 8am to 3pm on Friday, except for bank holidays and family holidays. The childminder is qualified at degree level. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Beard

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 setting.
- The inspector had a tour of the premises and held discussions with the childminder to understand how the early years provision and curriculum are organised.
- The inspector invited the childminder to participate in a joint observation. They discussed the intention of the activity and the quality of teaching and learning that was observed.
- The inspector held discussions with the assistant.
- The inspector sampled key documents.
- The inspector took account of the views of parents through written testimonials and recent questionnaires.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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