

Childminder report

Inspection date:

9 September 2019

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

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

Children enjoy their time in the childminder's welcoming home. They are happy and confident in the setting. Children behave well and demonstrate friendly relationships with each other. They share and take turns. Children form a close attachment to the childminder and thoroughly enjoy their time with her. She regularly seeks children's views, such as, what they would like to do next. In the main, children are well supervised. The childminder uses her good teaching skills to build on what children already know and can do. She encourages children to persevere and keep trying until they succeed. For example, as children try to roll a ball to a target, she provides support and guidance. With lots of encouragement from the childminder, they finally succeed. Children are delighted and jump with joy and wave their hands. The childminder joins in the celebration of their achievement, which helps to build children's self-esteem. However, on occasions, the childminder does not fully promote babies' learning during group activities with children of different ages and abilities. Children are very independent. They make decisions about their own play, use the toilet independently and can put on their own coats. This helps children to acquire the necessary skills and attitudes they need for their next phase of learning, including their move on to school. Children take part in activities which help them to learn about different cultures and traditions. This helps to develop children's understanding and appreciation of diversity. They regularly attend playgroups with the childminder, to help enrich their social experiences. Children have opportunities to discover and learn about the world around them. For example, they enjoy observing chickens in the childminder's well-resourced garden, helping to feed them and collecting their eggs.

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

- The childminder does not always consider the risk to children, particularly babies, when left alone briefly while she is carrying out routine tasks, such as answering the door. That said, children are safe in the childminder's care.
- She notices when each child behaves well and praises them for kind acts, which helps to boost their confidence and support positive behaviour.
- She knows the children well and makes accurate assessments of their learning. This helps her to plan challenging and interesting experiences that focus on what children need to learn next. However, at times the childminder struggles to fully include babies in activities involving mixed ages and abilities.
- She involves parents in the initial assessments of their children to help to clearly identify children's learning needs from the start. She has effective systems in place to maintain a two-way flow of information with parents. This helps to plan a cohesive approach to moving children forward in their learning.
- The childminder places a strong focus on promoting children's language skills.

She praises children as they repeat new words, such as 'aubergine', as children talk about the foods they eat. She skilfully uses questions to extend children's language skills. During story time the childminder allows children time to describe what they see and to discuss their own ideas. This motivates children to use their early language skills to recall previous experiences. She acknowledges babies' gestures and babbles, which helps them to understand that their vocalisations are valued.

- The childminder uses her good teaching skills to help consolidate and extend children's learning, as she enthusiastically accepts children's invitations to join their pretend play. For example, she encourages children to count and compare the size of different resources.
- Children develop good dexterity and control as they use a range of tools when they manipulate dough. Babies and toddlers are deeply engaged as they play with toys with buttons and simple mechanisms. This helps them to begin to learn to operate and understand simple technology.
- The childminder provides nutritious home-cooked meals. She emphasises healthy lifestyles during play. For example, as children play, they learn about choosing healthy food options. Children are eager to join in high-energy activities and have fun jumping high and stooping low as they take part in action songs. The childminder talks to them about the effects and benefits of exercise on the body.
- The childminder is a reflective practitioner who maintains ongoing professional development. For example, she makes good use of personal online research and training opportunities. The childminder has strong working relationships with other childminders and liaises with them regularly, exchanging ideas and sharing good practice. This has a very good impact on the learning experiences she offers children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of the signs and symptoms of abuse and where to refer any concerns she may have regarding a child's welfare. She knows what action to take in the event of an allegation against her. She has an up-to-date knowledge and understanding of the 'Prevent' duty guidance. She knows how to identify and respond to concerns relating to children at possible risk of radicalisation and extremist behaviours. She holds a paediatric first-aid qualification.

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 the risk assessment process to identify potential hazards to children when carrying out daily routines and tasks, in particular when leaving children unattended to answer the door.	11/10/2019
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To further improve the quality of the early years provision, the provider should:

- provide more support for the youngest children, particularly babies, during activities with children of mixed ages and abilities, to enable them to fully engage in activities to help to accelerate their learning to the highest possible level.

Setting details

Unique reference number	260168
Local authority	Dudley
Inspection number	10069290
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 September 2014

Information about this early years setting

The childminder registered in 2001. She operates Monday to Friday, from 7am to 6pm year round except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-olds. She holds early years professional status.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector and childminder completed a learning walk of the parts of the home the childminder uses for childminding and discussed how the curriculum is organised.
- The inspector observed activities and reviewed the childminder's quality of teaching.
- She held discussions with the childminder about children's learning and how she reflects on the quality of her service.
- The inspector looked at relevant documentation, such as accident forms, and evidence of the suitability of the childminder and the adults living and working on the premises.

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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