

Childminder report

Inspection date:

2 December 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 happy and settled in this home-from-home environment. They forge close relationships with the childminder, who is attentive to their individual needs, and actively involve her in their play. Children develop confidence. They interact positively with their peers and make choices in their play. Children are inquisitive, curious and develop a can-do attitude to achieving their goal. They persevere and solve problems for themselves. They find solutions as they learn to turn themselves around while also manoeuvring a doll in a pushchair and consider which bricks they need to use to construct a building, so that it does not fall over.

Children have fun as they learn. They count the number of fish on a die and concentrate as they use a fishing rod to hook the corresponding number of fish. They eagerly wait in anticipation and guess how many fish they can remove before the shark's mouth pops up and eats the remaining fish. Older children are respectful of their younger peers. They share and wait patiently until it is their turn to have a go. Children are polite and their manners are exemplary. They use please and thank you spontaneously without being prompted.

Children learn about similarities and differences. They play with resources which depict disabilities, such as dolls who have glasses, a walking frame and braces on their legs. Children take part in craft activities and discussions about festivals, such as Diwali and Remembrance Day.

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

- The childminder is experienced and holds a high-level childcare qualification. She attends mandatory training and visits online links provided by the local authority to keep her up to date with changes to legislation. However, she does not always make the most of learning opportunities to further enhance her own professional development and help raise the quality of teaching even further. On occasions, the childminder is too quick to provide children with answers to questions and does not always encourage them to think for themselves.
- The childminder has a good understanding of where each child is in their development. She plans activities based on their individual interests and next steps for learning. The childminder uses information gathered from parents before children start to help her accurately assess children's continued learning.
- The setting is organised to enable children to move freely and make choices in their play. Resources are stored so that children are able to safely and independently select what they want to play with. The childminder rotates toys to sustain children's interest.
- Children enjoy spending time outdoors in the garden or on outings to local parks. They learn to care for the childminder's chickens. They collect eggs from

the chickens and help to clean them out. They know that they put hay and sawdust into the chicken pen to help keep the chickens clean.

- Children choose to play with the musical instruments. They name their favourite song and sing as they play instruments with great gusto. They make up songs and fit them to familiar music. For example, they sing 'stomp and roar like a dinosaur' to the tune of 'Twinkle, Twinkle Little Star' and add actions as they pretend to move like a dinosaur.
- The childminder successfully prepares children in readiness for school. She recognises the importance of supporting children to gain independence in self-help skills. For example, she teaches children to put on their own coat and shoes, and take care of their own belongings. The childminder encourages parents to support children to do things for themselves at home. Partnerships with other settings that children also attend are good. The childminder shares information with them and incorporates activities and topics that children are learning at nursery into her planning to ensure consistency.
- Children's health is given high priority. They learn about the importance of eating healthy foods and the childminder ensures that all children's dietary requirements are recognised and supported appropriately. The childminder talks to children about the foods that are good for their teeth and about the importance of brushing their teeth. She provides parents with leaflets, such as 'Adventures in the Molar System', and a toothbrushing chart to help them support children to be interested and involved in continuing their dental care at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that may indicate that a child is being abused. This includes internet safety and the 'Prevent' duty. She has attended safeguarding training and is aware of the procedures to follow and who to contact, should she have a concern about a child. The premises are safe and secure. Children learn to stay safe and to take controlled risks as they play. For example, they know that they can only play with small construction pieces when younger children are asleep.

What does the setting need to do to improve?

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

- make the most of learning opportunities that further enhance professional development and help raise the quality of teaching even further
- provide children with more time to answer questions and think for themselves.

Setting details

Unique reference number	260168
Local authority	Dudley
Inspection number	10124509
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 September 2019

Information about this early years setting

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

Information about this inspection

Inspector

Rebecca Johnson

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 this into account in their evaluation of the setting.
- A meeting was held between the inspector and the childminder.
- The inspector looked at a selection of documentation and checked the suitability of persons living in the household.
- The childminder and the inspector discussed the curriculum and the impact of activities on children's learning.

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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