

Childminder report

Inspection date: 15 February 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 benefit from an environment that is organised to meet their individual needs and to offer rich play experiences. They are extremely happy and confident, and feel safe and secure. Children freely choose what activities they want to do. They show high levels of engagement during their play and the childminder skilfully uses each of these experiences to help extend their learning. For example, children use the pretend post box and learn how to match colours and talk about the images they see on the letters. They learn new words, such as 'stamps' and 'envelopes', and are skilfully encouraged to recall what they know about the animals on the stamps.

Children are extremely familiar with the routine, behave well and are keen to help tidy up. They are highly motivated during activities and eager to play with the dough. Children are directed on how they can use their fingers and hands to prod, roll and stretch the dough, to exercise their hands and fingers. They show a keen interest in counting their pieces of dough and some easily count objects correctly beyond 10. Children are creative and thoroughly enjoy making their dough models and talking about their creations. They cooperate well as they play independently in the role-play area and enjoy adopting roles and being imaginative.

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

- The experienced childminder has a good understanding of how children learn best. She uses her observations of what they can do and likes to provide a rich learning environment daily, to help children explore and discover. The childminder also uses the children's curiosity in the natural environment and changing seasons to inspire them to learn.
- The childminder works closely with parents from the very start to find out about children's family circumstances, preferences and development. This information is used extremely well to help children make good progress from their starting points. The childminder swiftly identifies any children who may need additional support, and works closely with parents to help close gaps in children's learning. Parents report that they are extremely happy with the service provided and the progress their children make.
- Promoting children's physical development and health is a clear priority. The outdoor area offers plenty of opportunities for children to test and challenge their physical skills. The childminder helps children learn about good oral hygiene and healthy eating, and works with parents to ensure they provide healthy lunches.
- The childminder places a sharp focus on promoting children's language and engages them very well in conversation. However, on occasions, she does not create enough opportunities for those children who are more reluctant to speak

during group activities.

- The childminder provides a rich range of experiences for children to learn about the natural world, living things and life cycles. For example, children identify birds, make bird feeders and learn about ice and the wind. However, the childminder has not identified further areas for development. For example, she plans few opportunities for children to learn about communities beyond their own experience, to further extend their knowledge of understanding of the world.
- The educational programme for mathematics is strong. The childminder makes extremely good use of children's play to promote mathematical concepts and language. For example, children explore weight and measurement as they play in the sand and water and help measure their sunflowers. The childminder provides plenty of practical and fun opportunities for children to recognise numbers, create patterns and group objects.
- Books are used extremely well to help reinforce what is being taught, and children show a real interest in them. For example, they quickly settle down to listen to a story about love and are eager to talk about the pictures and their ideas. Children use a range of writing materials indoors and outdoors, and the most-able children learn to write and recognise their names.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vetted and suitable to care for children. She has a good understanding of child protection issues and wider safeguarding issues. Daily risk assessments are carried out to ensure the home and garden is safe. The childminder ensures she carries out a risk assessment on each outing and any venue she attends, to keep children safe. She teaches children about road and car safety, and the older children about internet safety. Children learn to respect their own and others' bodies.

What does the setting need to do to improve?

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

- monitor more rigorously the educational programmes to help identify areas for further development, such as increasing opportunities for children to learn about communities beyond their own experience
- develop the strategies in place to encourage those children who are more reluctant to speak during group activities to further develop their speaking skills.

Setting details

Unique reference number	255745
Local authority	Dudley
Inspection number	10072709
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 June 2016

Information about this early years setting

The childminder registered in 1988 and lives in the Cradley area of Halesowen. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first 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 the evaluation of the setting.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector took into account the views of parents.

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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