

Childminder report

Inspection date: 18 August 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children show great motivation for their learning in this setting. They become captivated in their play and demonstrate high levels of concentration. Children express great delight as they fill different containers, using a range of manipulative tools, to make 'cakes' in the sand. They extend their experiences as they collect water and add it to the dry sand. They discover with wonder that the sand goes hard and sticks together.

Children develop warm and sensitive relationships with the childminder and seek her out for comfort when they become upset. Children settle quickly and demonstrate that they feel safe and secure in the childminder's care.

Children's behaviour is exceptional. They show high levels of respect for one another and understand how their behaviour impacts on others. Children play cooperatively together as they share an electronic toy. They take turns to press buttons and dance along to the music with pleasure. Children are encouraged to repeat the sounds and words they hear and help each other to learn new words. Children are inquisitive and listen attentively as the childminder talks to them about a new celebration observed by one of the children. Expressions of joy and admiration are evident from the children as they join in the celebration.

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

- The childminder implements a comprehensive curriculum, which enables children to flourish. The childminder uses every opportunity to incorporate her learning intentions for children. For example, children are reminded about the feelings of others as they sit and eat snacks together. As a result, children learn to apply their knowledge in a range of situations.
- Children are ready for the next stage in their learning because of the purposeful planning implemented by the childminder. The childminder successfully uses what she knows about children to support their learning. For example, an interest in vehicles is used to develop a child's mark-making skills. Children make rapid progress in their learning.
- The childminder prioritises children's communication and language development. This is true for all children, including those who require extra support. The childminder uses highly successful teaching methods so that children broaden their vocabulary and develop their comprehension of language. This means that all children make substantial progress in this area.
- Children have numerous opportunities to develop their physical skills. They climb on frames in the garden and ride around in toy vehicles. Indoors, they use tweezers confidently to pick up fluffy pom-poms and move them from one container to another. This helps children to develop manipulative skills to secure

competency in writing later on.

- Children enthusiastically increase their counting knowledge throughout the day. For example, they point and count during a focused activity and articulate this learning through their independent play as they count people in a line. This means that children consolidate what they have learned.
- The childminder has exceptionally high expectations for children's behaviour. Children show empathy towards each other and successfully manage their own feelings. For example, when there is conflict about a basket of letters, the childminder supports children to resolve this swiftly. Children instinctively follow established rules with very little reinforcement.
- Children learn how to be healthy. They are provided with healthy food and talk about how this contributes to good health. Children demonstrate an understanding of good hygiene practices as they comment that washing hands 'gets the germs out'. Therefore, children learn to manage their personal needs independently.
- The childminder is committed to creating effective partnerships with parents. She gathers information about children's characteristics, which supports them to develop a sense of belonging in her home. Parents express gratitude about the childminder 'going the extra mile' and highlight the progress their children have made. Children experience consistency of care across their environments.
- The commitment of the childminder is evident through her connections with other professionals. She shares information with schools and adopts different teaching strategies to support children who are receiving support from external agencies. This helps children to make progress quickly.
- The childminder continuously builds on her own knowledge and skills. She connects with her local authority advisers and other childminders to share practical ways to support children's learning. This contributes to the excellent teaching methods the childminder uses with children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is meticulous in her risk assessment processes. She constantly pays attention to possible hazards in the home and when out in the community and acts on these promptly to reduce risk to children. The childminder can identify signs of safeguarding concerns and knows the correct procedures to follow. This means that children are safe in her care. Children are taught how to keep themselves safe when in the home and outside. They learn to manage risks as they develop road safety skills and are reminded how to use equipment safely in the home.

Setting details

Unique reference number	EY344173
Local authority	Dudley
Inspection number	10116112
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	2 to 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	5 April 2016

Information about this early years setting

The childminder registered in 2007 and lives in the Halesowen area of Birmingham. She operates all year round from 7.30am until 5.30pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed written comments from parents during the inspection and took account of their views.

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

T: 0300 123 1231
Textphone: 0161 618 8524
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