

Childminder report

Inspection date: 13 October 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 enjoy coming into the setting and understand the well-established routines. The childminder has warm relationships with all of the children, and they respond to her well. The well-organised environment allows the children to confidently access the learning that has been set out for them. The childminder knows the children well. She plans activities that she knows will engage them based on their interest, such as transport and dinosaurs. For example, to encourage letter and number recognition, the childminder links it to the children's interest in dinosaurs to increase their concentration level.

Children are encouraged to share with one another and are beginning to understand how they can play together. They listen to the instructions the childminder gives them and follow the directions given. Children develop independence. During snack time, they show great delight that they are able to pour their own drink. They demonstrate a great sense of achievement as they state with pride, 'I did it!'

Children each have a scrapbook which details their learning. They show high levels of engagement when looking at the photos from one of the scrapbooks as they recall previous events in their lives. Children have lots of choice about what they want to play with. They use a photo inventory to select the resources they would like to access. Children enjoy being outside, and the childminder prepares enjoyable activities for them to explore.

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

- The childminder identifies next steps for learning for children to work towards. However, these are sometimes quite broad and are not always pertinent to each individual child's learning needs. It can sometimes be several months before these next steps are achieved. This is because the childminder does not regularly review them to ensure children make the best possible progress.
- The childminder takes the children on visits to places, such as the local airport, zoo and aquarium. Children take part in local events, such as 'The Big Toddle', helping them to understand they are part of a wider world. They also attend regular classes such as 'rattle and rhyme', giving them access to a wider variety of activities and social opportunities beyond the setting.
- Parents are very happy with the communication from the childminder. She provides information and support to help them continue their children's learning and development at home. For instance, she has successfully toilet trained all of the children in the setting and encourages parents to continue this. Information is gathered from parents about their child's interest. The childminder uses this to plan activities that will support children's interests and shape the curriculum.

- Parents are overwhelmingly positive about the care their children receive at this setting. They recognise that the childminder has a strong relationship with the children. She gives parents support in areas, such as recognising the signs of speech and language delay or a specific medical condition.
- The childminder ensures children have opportunities to celebrate different festivals throughout the year. They look at a range of other cultures and understand basic symbols connected with each festival they study, such as a Christian cross.
- The childminder encourages children to make healthy choices at snack time and try new fruits, such as kiwi. This is part of supporting the children to lead a healthy lifestyle. The children also have continuous access to drinking water.
- The childminder has taken part in a range of training to develop her practice. She sends out parent and child questionnaires and listens to parents' feedback. She uses this information to set next steps in her own practice and also for the children.
- The childminder knows the importance of communication and language. She identifies specific learning issues and ensures the children access the right support for them. Although the childminder encourages responses in full sentences, sometimes she does not correct the inaccurate pronunciation of words to fully support children's communication and language development.
- The childminder has strong links with the local school. Independence is given high priority so that children can do basic tasks on their own, such as putting on, zipping up and taking off their shoes and coats. She also encourages resilience. If children try to give up on tasks, the childminder consistently encourages them to keep trying until they manage to complete the task. This gives children a real sense of achievement.
- Children are able to communicate their needs. For example, they ask if they can have a drink or go outside. They have a clear routine for handwashing and self-care, and all children are able to successfully do this independently.
- Children are beginning to develop good social skills in preparation for moving to school. They generally play together well. When disagreements occur, the childminder reminds them that 'sharing is caring' and they know they need to alter their behaviour, which they do.

Safeguarding

The arrangements for safeguarding are effective.

Regular risk assessments are undertaken to ensure children are cared for in a safe and secure environment. The childminder understands how to keep children safe from harm. This includes aspects of safeguarding, such as female genital mutilation and what to do if she has a concern. She knows the signs and symptoms of abuse to look for, and the childminder is clear on the action she would take if she had any concerns. The childminder keeps detailed records when accidents occur and makes parents aware of any incidents via a form, which is also signed by the parent.

What does the setting need to do to improve?

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

- encourage children to pronounce words correctly during conversations and when they respond to questions, to further support their communication and language development
- identify more achievable next steps which are individual to each child, and review them regularly to help children make the best possible progress.

Setting details

Unique reference number	EY457694
Local authority	Dudley
Inspection number	10236055
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 3
Total number of places	6
Number of children on roll	10
Date of previous inspection	10 January 2017

Information about this early years setting

The childminder registered in 2013. She lives in the Kingswinford area of Dudley. The provision operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds appropriate childcare qualifications at level 3.

Information about this inspection

Inspector

Rebecca Cox

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 childminder.
- The childminder and the inspector looked at all areas of the premises and discussed how each area is safe and suitable for the children.
- The childminder spoke to the inspector about the intended outcomes from the planned activities.
- Children spoke to the inspector during the inspection.
- The inspector observed the childminder interacting with the children during focused and free-play activities.
- The childminder provided the inspector with relevant certificates and paperwork during the inspection.

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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