

Childminder report

Inspection date: 27 April 2023

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 are happy and settled in the childminder's care. They form strong emotional bonds with the childminder and her assistant and receive cuddles if they are tired or need comforting. Children benefit from a good balance of adult-led and child-initiated play and make good progress from their starting points. They are confident in their surroundings and choose what they would like to do from the wide selection of toys and resources. Children are learning to share and take turns and respond well to the gentle reminders from the childminder and her assistant.

Children become immersed in their play. They use their imagination as they role play being doctors and pretend to talk to their mummy on the toy telephone. Children understand cause and effect as they explore resources that make sounds or pop up at the press of a button.

Children benefit from daily opportunities to play and develop their physical skills in the fresh air. They use their balance and coordination as they ride on a range of wheeled toys and navigate the space available. Children learn about living things and life cycles, such as observing how real caterpillars change into butterflies. They take part in regular outings in the community, such as visits to a local playgroup and library. This helps children to develop their social skills, build friendships and interact with others. Children develop an awareness of diversity represented in modern Britain. For example, they learn about different cultures and festivals celebrated throughout the year, through craft activities and conversations.

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

- The experienced childminder works well with her assistant, who is also her daughter. She implements a broad educational programme centred on what children enjoy and their next steps in learning. She evaluates her provision with her assistant to identify any changes she needs to make. For example, she reflects on planned activities to help identify what improvements she might make next time.
- Parent partnerships are good. The childminder gathers key information from parents before their child attends the setting. She uses this information to inform planning and assessment and to follow familiar care routines. Written feedback from parents is positive. They report that their children are happy to attend, and the childminder is caring and attentive to the needs of their children.
- The childminder and her assistant complete mandatory training, such as paediatric first aid and safeguarding. She can identify ways she would like to improve further, such as accessing Makaton training to support children who may have language delays.
- The childminder encourages children to develop a love of books. She has

created a lending library to encourage reading at home and continuity in their learning. Children access books independently and enjoy listening to stories being read to them. They snuggle up to the assistant as she reads a story with enthusiasm about a bear hunt. Children are encouraged to join in with some of the repetitive phrases and actions to support their early literacy skills.

- The childminder and her assistant interact positively with the children. However, they do not support their communication and language development as well as they could. For example, they do not consistently model language and repeat words back to the children to extend their vocabulary and to support their speaking skills.
- Children have opportunities to develop their fine motor skills to support early writing. For example, they have lots of fun as they explore play dough. They enthusiastically use the small muscles in their fingers and hands to manipulate the dough. The childminder role models how to use rolling pins and wheel cutters to create different shapes and patterns in the dough. She introduces the names of colours and the different shapes.
- Children enjoy making constructions from small building blocks. They concentrate on what they are doing and proudly show the inspector what they have made. The childminder and assistant join in with children's play. However, they do not consistently bring numbers and counting into children's learning, such as when children show an interest in counting the blocks.
- Children follow good hygiene practices, such as washing their hands before eating. The childminder provides children with opportunities to develop their independence. For example, children help to prepare for snack and mealtimes, such as helping to arrange the low-level table and chairs. They serve their own snack and are learning to pour their own drinks from a jug.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She carries out daily checks of her home to ensure children play in a safe and secure environment. The childminder and her assistant have a good knowledge of the potential signs and symptoms that a child may display if they are at risk of abuse. They are confident in the procedures to follow should they have concerns about a child's welfare. The childminder knows how to appropriately respond to an allegation made against herself or her assistant.

What does the setting need to do to improve?

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

- improve support for children's communication and language development by introducing new words more frequently and repeating what children say so they

can hear the sound and correct pronunciation

- provide opportunities for children to build on their interests and develop their understanding of early mathematics, such as numbers and counting, more consistently through their play and activities.

Setting details

Unique reference number	257243
Local authority	Dudley
Inspection number	10234458
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	12
Number of children on roll	19
Date of previous inspection	11 November 2016

Information about this early years setting

The childminder was registered in 1993 and lives in Coseley, near Bilston. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her daughter, who is her assistant, and offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

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 took that into account in their evaluation of the setting.
- The inspector completed a learning walk with the childminder and discussed how she implements her educational programme.
- The quality of teaching and the impact on children's learning was observed.
- The inspector held a number of discussions with the childminder and her assistant at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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