

Childminder report

Inspection date: 4 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are safe and demonstrate they are happy and settled in the childminder's relaxed, homely environment. They develop close, affectionate bonds with the childminder. Children's behaviour is good. They are polite and friendly, and play cooperatively. Children develop independence. They use the toilet independently and wash their hands afterwards. At snack times, they peel the tops from their yoghurt pots with ease.

Children have great fun in the childminder's garden as they manipulate dough by squashing, squeezing and rolling it. This helps to build their finger muscles in readiness for developing further skills, such as scissor and pencil control. Children become deeply involved in role play. They draw on first-hand experiences as they happily make 'tea and toast'. Children use their imagination well as they use a toy telephone to speak to 'Mr Customer'. Children are enthusiastic as they snuggle close to the childminder at story time. They enjoy making selections from the broad range of books and stories the childminder provides. Children have their favourite stories and enthusiastically repeat familiar phrases. They learn about differences and similarities in people through a range of activities and experiences.

Children develop a positive attitude towards learning and make good progress from their starting points.

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

- The childminder has high expectations for children. She provides a curriculum that helps to prepare children for future learning, including their move on to school. The childminder identifies what children know and can do. Overall, she plans activities and experiences that link to their learning needs, and she is keen to follow children's interests.
- The childminder reflects on her practice and involves parents and children in decision-making. She has identified that children who she cares for prefer to learn outdoors. Consequently, she has made changes to her outdoor area to provide a rich, exciting and child-focused environment for children to play and learn in.
- The childminder works closely with parents and keeps them informed about their children's development. She provides ideas and suggestions to parents on how they can continue their children's learning at home.
- The childminder keeps herself up to date through her own reading and online research. She meets regularly with other childminders to share ideas and best practice.
- The childminder is a good role model. She teaches children to be respectful and use good manners. Children are kind and considerate. For example, one child

notices another has a different snack to themselves and comments on this. The child offers to share and says, 'Please, try my snack, it's tasty'.

- The childminder helps to promote children's good physical health. Children enjoy regular visits to the local park, where they run, climb and explore with the childminder. The childminder teaches children about good oral hygiene.
- The childminder helps children to develop a sense of belonging along with high levels of self-esteem. For example, children proudly talk about their artwork that the childminder displays in her home.
- The childminder listens attentively to what children have to say, giving them confidence in using language to communicate. She extends children's play by asking interesting questions to support their language development. However, on occasions, the enthusiastic childminder does not always leave enough time for children to consider the questions she asks and communicate a response before she provides answers or asks more questions in quick succession. This does not fully support children's problem-solving and speaking skills.
- The childminder provides a range of activities for children to deepen their understanding of the wider world. Children learn about a range of faiths and cultures.
- The childminder helps children to learn to count. She introduces mathematical concepts, such as size, into play. This supports children's understanding of mathematics. However, at times, the childminder misses opportunities to fully extend children's learning beyond what they already know, particularly in mathematics.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the possible signs and symptoms of abuse and neglect. She understands the procedures to follow if she is concerned about the welfare of a child in her care. The childminder knows what to do in the event of an allegation being made against her or a family member. She carries out daily checks of her premises to remove any potential hazards and to ensure that her home is a safe environment for children to play in. This has a positive impact on the children's safety and well-being.

What does the setting need to do to improve?

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

- give children time to process their thoughts and respond to questions, to further support their early language development
- enhance the teaching of mathematics to help children to consistently build further on what they already know.

Setting details

Unique reference number	2512827
Local authority	Wolverhampton
Inspection number	10207824
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Lanesfield area of Wolverhampton, West Midlands. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate level 3 qualification.

Information about this inspection

Inspector
Karen Laycock

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 and the inspector took part in a joint evaluation of children engaged in activities. They discussed what the intention was and the quality of teaching and learning that they observed.
- The childminder spoke to the inspector, as part of the learning walk, about her intentions for children's learning.
- The inspector spoke to children during the inspection and took account of their views.
- The inspector observed the quality of the childminder's teaching and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation, including evidence of the suitability of those living or working with children on the premises.

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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