

Childminder report

Inspection date: 2 December 2021

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

What is it like to attend this early years setting?

The provision is good

Children enjoy their time in the childminder's home and demonstrate they feel safe. They form strong and loving bonds with the childminder, which helps to support their emotional well-being. Children are confident and develop age-appropriate independence. They follow the childminder's simple rules and boundaries and learn to follow safe practices, such as sitting at the table to eat or drink. Children develop close friendships and confidently talk about having a 'best friend' in conversations.

Children are confident speakers and happily engage with visitors as they talk about their time in the childminder's home. For example, children say they enjoy painting and singing. Children develop a love of books. They enjoy listening to their favourite stories as they snuggle up close to the childminder on the settee. They laugh out loud together as they take turns to recall what happens next. Children choose familiar songs on the electronic tablet, under close supervision of the childminder, and join in with physical actions to the music with high levels of excitement and enthusiasm. The childminder has high expectations for all children and inspires positive attitudes towards learning.

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

- Since the last inspection, the childminder has made significant improvements to her provision. She has addressed all the actions raised at the previous inspection. She benefits from regular support from her local authority advisers to help to continually develop the quality of her setting.
- The childminder reflects on her practice and identifies priorities for her professional development. She is well focused on raising the quality of teaching and learning experiences she provides even further. For example, she has recently undertaken a course to help her to learn how to promote children's oral health. Children know how to look after their teeth and understand the importance of careful, regular brushing.
- The childminder knows children well. She observes children during play and routines and makes accurate assessments of what children need to learn next. She provides activities and experiences which match children's current interests and learning styles. For example, currently, children are keen to use workbooks. Therefore, the childminder has created some for them to use that link to their next steps in learning. Overall, children develop the necessary skills which prepare them well for their eventual move on to school.
- The childminder is a good role model. She is polite and ensures that children say 'please' and 'thank you' at appropriate times. Children behave well. They are respectful.
- Overall, the childminder supports children's communication skills well. For

example, she engages children in meaningful conversations to extend their language and listening skills. However, the childminder does not consistently support children's thinking and problem-solving skills as well as possible. At times, she does not give children enough time to respond to her questions before she answers them herself or asks another question.

- Children develop a robust interest in early mathematics. They are fully engaged as they count, recognise numbers and match numbers to quantities.
- Children's knowledge of the world is promoted well. The childminder provides a wide range of resources and experiences, including trips out in the local community, to extend children's awareness of different cultures. This helps children to understand why people dress differently to them because of their faith. For example, they learn the relevance of wearing a turban.
- Children learn to be independent in their personal care routines. For example, they can use the toilet independently.
- The childminder provides children with plenty of opportunities to learn about healthy lifestyles. She ensures that children enjoy daily fresh air and physical activities. She liaises with parents to ensure that children are provided each day with nutritious lunches from home.
- The childminder regularly shares detailed information with parents about children's learning to enable them to continue to support their child's learning at home. However, the childminder has not yet fully established an effective two-way flow of information about children's learning with other settings where care is shared, to help to promote consistency and continuity between them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of safeguarding issues and knows how to recognise the possible signs of abuse and neglect. She is clear about the procedures to follow in the event of a concern about a child in her care. She knows who to contact if an allegation is made against herself or a member of her household. The childminder is knowledgeable about a broad range of safeguarding issues, including her responsibility to identify girls at risk of harm from certain cultural practices. Daily checks of the premises are made to identify and remove any potential hazards. Children are supervised well at all times.

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 think and respond to questions during play and discussions to extend their problem-solving and thinking skills
- put systems in place for partnership working with all providers with whom children's care is shared, to help exchange even more information about

children's learning.

Setting details

Unique reference number	251858
Local authority	Wolverhampton
Inspection number	10136858
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	3 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	17 December 2019

Information about this early years setting

The childminder registered in 1992 and lives in the Penn area of Wolverhampton. She operates during term time from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 2.

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 her evaluation of the setting.
- The childminder and the inspector discussed the curriculum. The inspector observed teaching practice and considered the impact on children's learning.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector looked at a selection of documentation, including evidence of suitability.

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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