

Childminder report

Inspection date: 3 July 2024

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

The childminder provides a home-from-home educational experience for children. She makes good use of the indoor and outdoor spaces of her home so children can choose where they will play. As part of her curriculum delivery, the childminder uses the facilities in the local area to provide children with a wide range of valuable learning experiences. This includes learning about the people in the local community and opportunities to build their social skills when they meet up with a larger group of children.

The childminder values the use of books to support children's language development and early literacy skills. She plans a variety of learning experiences based on key books that help children to develop their understanding of the world, such as the life cycles of insects. She promotes a love of books as part of her partnership working with parents and children can take books home to read.

The childminder understands the importance of establishing clear boundaries with children. For example, toddlers learn about the rules that are in place to keep them safe at snack time and the childminder insists that children sit down to eat. The childminder prioritises children's care and they form affectionate and trusting bonds with her.

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

- The childminder reflects on her strengths and engages in continuous professional development to extend her knowledge and skills. This includes working closely with her local authority for guidance and support. Recent training helped her to revise her strategies to support children's language development.
- Parent partnerships are effective. The childminder works closely with parents before children start to establish a secure understanding of children's care needs and development. For example, she discusses with parents what a typical 'day in the life' of their child looks like so she can provide continuity for their care. The childminder provides parents with daily and weekly summaries to keep them updated about their child's progress. Parents say how the childminder understands their children and have seen them flourish in her care.
- The childminder has a secure knowledge of child development. She knows how to plan learning experiences for children at different stages of their development. However, as part of her curriculum, she has not identified a precise sequence of learning priorities for children to accelerate their progress towards their development milestones.
- The childminder works with parents to identify children's play interests and she incorporates these into the play environments. However, she does not make the

best use of her understanding of how each child prefers to play to inform her planning so children are fully engaged in the planned learning experiences.

- Overall, the childminder makes effective use of her observations and assessments to inform her teaching and knows the children well. She makes prompt use of assessments, such as the two-year-old progress check to identify when children need support from outside professionals when there are delays achieving their development milestones.
- The childminder supports children's language develop well. She provides them with clear language models as she comments on their play. The childminder provides children with targeted interventions when they need additional support with their language skills. This includes using visual prompts and interactive games.
- The childminder is an experienced teacher and effectively joins in with their play. She recognises when she needs to stand back so children can play and explore in their own way.
- The childminder organises the learning environment so children can develop their physical skills. This includes opportunities to use single handed tools and practise their larger shoulder movements. She encourages them to challenge themselves physically and to learn new skills, such as opportunities for toddlers to use their legs to push themselves along on ride-on toys. The childminder plans the learning environment so toddlers are motivated to stand to play.
- The childminder promotes healthy lifestyles with children. She provides parents with guidance for the children's packed lunches and offers nutritious snacks. She encourages children to drink and water is accessible to them. Children benefit from plenty of opportunities to be physically active. The learn about keeping themselves safe, such as the rules for when they are outdoors including road safety.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- identify a precise sequence of knowledge and skills that children need to gain as they progress through the development milestones to challenge their learning fully
- make full use of children's interests to support planning and help to engage them even further in their play and learning.

Setting details

Unique reference number	251892
Local authority	Wolverhampton
Inspection number	10339328
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 July 2018

Information about this early years setting

The childminder registered in 1995 and lives in Wolverhampton. She operates all year round from 7.15am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder receives funding to provide free early years education for two-, three- and four-year-old children

Information about this inspection

Inspector
Anne Dyoss

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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

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Textphone: 0161 618 8524
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