

Childminder report

Inspection date: 18 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 relaxed in this warm and caring environment. The childminder is kind and caring toward children, and is passionate about helping them to learn. Children have close bonds with the childminder and receive plenty of comfort and reassurance when needed. The childminder is attentive to the children and helps them to feel happy, safe and secure. They receive lots of praise and encouragement from the childminder, who is a positive role model. As a result, children are well mannered. They have positive attitudes to learning and behave well.

Children have enjoyable and exciting days with the childminder. They confidently lead their own play. For example, children have fun with pretend play by mixing and stirring, using the toy pots and pans. They learn about the wider world and local community through regular visits and outings. They learn about people who are different from themselves and gain knowledge of different cultural and religious celebrations. These experiences help towards children developing their social skills.

Children develop the skills to use the toilet independently. They feed themselves and manage other everyday tasks, such as changing from their shoes into slippers and learning to dress themselves. The childminder promotes children's good health and well-being. Children have regular access to outdoors for fresh air and exercise, and enjoy walks and visits in the local community.

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

- The childminder has a good knowledge of child development. She ensures that her curriculum is based on the children's needs and interests to build on what they already know and can do. The childminder regularly observes and assesses children to check on the progress they are making. Consequently, children make good levels of progress in their development and learning.
- Children benefit from a dedicated area of the childminder's home that provides them with a range of quality resources. The childminder plans interesting activities which motivate children, and in which they are eager to participate. The childminder skilfully responds to children's spontaneous play interest and provides additional resources, such as pasta to enhance their cooking role play. However, the childminder does not organise some areas of the learning environment as well as possible, so that children can access resources for themselves to use in their chosen play.
- The childminder has a good understanding of the impact of the COVID-19 pandemic. She has reflected on her practice and has reviewed changes that work well. Children follow good handwashing routines. They wash hands before meals and snacks and after playing, to ensure that hands are clean.

- Children enjoy eating healthy meals and snacks prepared by parents. They learn to chop and cut their own fruit safely. The childminder communicates with parents to ensure that children's lunch boxes follow healthy eating practices.
- The childminder has good arrangements in place to support children with special educational needs and/or disabilities (SEND). She identifies any gaps in learning and implements strategies to help children make the best possible progress. She works with parents to ensure that children receive good support.
- The childminder encourages language and engages in frequent communication with children. She skilfully helps them to build and extend their language skills. Children enjoy regular library visits with the childminder. They develop a love for books and delight in having stories read to them.
- Partnership with parents is strong. Communication with parents is highly effective. Parents report that their children are well cared for and have enjoyable experiences with the childminder. They commend the childminder's passion and commitment to her job. Parents receive regular updates about children's progress and development.
- The childminder has links with another childminder, schools and her local advisor. She understands the importance of making positive links with other professionals to maintain continuity of care for all children.
- The childminder is committed to improving her professional development. She is proactive and ensures that mandatory training is up to date. The childminder explores new training online to maintain good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong awareness and understanding of children's safety. She knows what to do in the event of a concern or where a child is at risk of abuse. The childminder has procedures in place to report and follow her concerns. She can explain what actions she would take in a range of scenarios. The childminder has knowledge of the 'Prevent' duty and radicalisation. She undertakes regular, up-to-date training. The childminder ensures that she risk assesses her home regularly to minimise any hazards and maintain children's safety. She ensures that children are supervised well.

What does the setting need to do to improve?

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

- refine the planning for the learning environment so that children have full access to the resources they need to support their chosen play and learning.

Setting details

Unique reference number	251894
Local authority	Wolverhampton
Inspection number	10280404
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 August 2017

Information about this early years setting

The childminder registered in 1998 and lives in Wolverhampton. She operates all year round, from 7.30am to 5.30pm, from Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The childminder is eligible to provide funded early education for children aged two, three and four.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

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 showed the inspector the premises and discussed the safety and suitability of her home.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector took account of parents' views during the inspection.
- 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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