

Childminder report

Inspection date: 20 June 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 happy, confident and relaxed in the childminder's home. They enjoy plenty of praise and warm interactions from the childminder, with whom they develop a strong bond. As a result, children demonstrate high levels of self-esteem and confidence. Children learn to share, take turns and use good manners. They become increasingly independent. For instance, they learn to do things for themselves. Toddlers learn to put on their own coats and help to tidy away the toys. Children make good progress from their starting points

Children are motivated to listen, talk and explore. They learn to count and recognise shapes. They develop a love of books. Children independently choose a book and snuggle up to the childminder for a story. They listen carefully to the childminder and repeat the new words that they hear.

Children learn to keep themselves healthy. They learn from an early age the importance of washing their hands and putting tissues in the bin after they have wiped their noses. They relish the nutritious snacks and meals the childminder provides.

Children develop a strong can-do attitude. For example, a toddler demonstrates determination, coordination and problem-solving skills as they work out how to successfully slot the wand back into the bubble tube.

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

- The childminder implements a well-planned curriculum. She monitors children's progress effectively. She makes regular observations and assessments of children's learning. The childminder uses this information to provide activities and experiences that match children's interests and learning needs. Consequently, children are motivated and fully engage. Children gain the skills and attitudes they need for future learning.
- The childminder has devised an effective programme of professional development. She makes good use of online training opportunities and personal research. She has established links with other childminders in the local area. They meet regularly to share ideas and plan events together to help to further enhance children's learning experiences.
- The childminder regularly evaluates her provision to identify areas that she would like to change to help her to make improvements. For example, she has adapted her curriculum to take children out on trips more regularly to help enhance their learning opportunities. However, the childminder does not fully enhance children's understanding of different cultures and diversity. For example, some story books reinforce stereotypes and others depict families that

are not representative of modern Britain.

- Parents are very complimentary about the childminder. They say their children enjoy their time in the childminder's care and make good progress in their learning and development. Parents say the childminder uses their preferred methods of information sharing. However, she does not always fully support parents to help accelerate children's acquisition of toileting skills at home.
- The childminder has recognised that some children prefer to learn outdoors. She has made changes to her garden, adding a playroom and decked area to enable her to provide further learning opportunities in the fresh air. The childminder introduces children to new experiences, such as walks in the local woods and nature reserve. She encourages children to collect and count leaves as they explore, and investigate the natural environment.
- The childminder has high expectations for children's behaviour. She manages behaviour well. For example, she supports children to follow age-appropriate boundaries and praises positive behaviour. Children behave well. They are kind to each other and play cooperatively.
- The childminder plans experiences to help children to achieve the next steps in their learning. She enthusiastically sings rhymes which encourages children to join in. She helps children to learn new words to extend their vocabularies, such as 'walrus' and 'octopus' and to build sentences. Children remember and confidently sing familiar songs linked to the toy sea creatures in the water tray.
- The childminder promotes children's mathematical knowledge well. For example, young children explore quantity as they fill and empty buckets of sand and water.
- Children learn to keep themselves safe. For example, the youngest children have become adept at independently negotiating the outdoor step.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the possible signs and symptoms of abuse, including indicators that a child may be at risk from those with extreme views and behaviour. She knows where to refer any concerns she may have about a child's welfare to the relevant agencies. She knows what action she must take in the event of an allegation against her or a member of her family. The childminder is vigilant about children's safety. She completes thorough risk assessments and carries out daily checks of her premises to help to ensure her home is a safe place for children to play.

What does the setting need to do to improve?

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

- extend opportunities for children to develop an understanding of diversity

- work more closely with parents to share strategies to help accelerate children's acquisition of toileting skills.

Setting details

Unique reference number	2530010
Local authority	Wolverhampton
Inspection number	10208433
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Finchfield area of Wolverhampton. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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 spoke to the inspector, as part of the learning walk, about the intentions for children's learning.
- The inspector spoke to parents and children during the inspection and took account of their views. She also took account of written views of parents provided to her.
- The inspector observed the quality of teaching and learning being provided 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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