

Childminder report

Inspection date:

6 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children, generally, enjoy the time they spend with this friendly, warm and caring childminder. They interact positively with the childminder and the assistant and demonstrate that they feel safe and secure in their care. They are happy and confident, and welcome visitors with smiles and conversation. They learn how to behave and play nicely with their friends.

Since the last inspection, the childminder has focused on reducing more formal learning. However, she has also reduced the number of resources that are available for children to choose from. At times, children only have access to drawing and mark-making activities and books. Those children who enjoy drawing and colouring do so skilfully. They hold pens and crayons correctly and concentrate as they colour carefully within the lines. However, children who do not want to colour have limited choices and this, sometimes, results in them running around as there is little else for them to do.

The quality of teaching and learning that children experience varies depending on the activity and the level of adult interaction. Furthermore, sometimes the teaching methods that the childminder uses conflict with the way that children are taught when they move on to school.

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

- The childminder has the determination to make changes that will help her continue to improve. Since her last inspection, she has worked closely with the local authority early years advisors. She has had weekly input from them and changed the environment, so that there is more space for children to move around. However, children do not access a wide enough variety of resources to enhance all aspects of their learning and help them make good progress.
- The childminder and her assistant work well together. The childminder monitors the assistant's practice. They attend training together and discuss the improvements they want to make.
- Children ask to take part in a yoga session. They join in enthusiastically as they copy the movements and make animal sounds. Older children complete the moves with dexterity as they skilfully put their foot up to their ear to pretend it is a telephone. They join in with the songs and laugh as they pretend to be a cow and a chicken. The childminder and her assistant provide support, so that all children are able to complete the actions and take part at their own level.
- The childminder introduces a dough disco session, without dough, to help develop children's muscle movements in preparation for early writing. Children copy the actions to develop their hand muscles as they squeeze and roll their pretend dough. However, the desired outcome to develop muscles is missed,

due to the lack of resistance from real dough.

- Children who speak English as an additional language are valued and receive good support. The childminder and her assistant speak several languages and skilfully introduce words in English and the child's home language into daily routines and learning opportunities. For example, the assistant reads and counts with children in English and Romanian.
- Children excitedly take part in a baking activity. The childminder holds a card with pictures of the ingredients drawn on it and encourages children to name them and count the number of spoonfuls they need. Children remember that they need flour, butter, cocoa and lemons. However, the activity is not extended to further children's learning, or differentiated for the different ages of children, to ensure all children receive the best learning opportunities.
- Children learn some skills that will support them when they move on to school. They develop independence and build relationships with their friends. However, sometimes the childminder and her assistant teach children in ways that contradict the way they will learn when they go to school. This could cause children to become confused later on in their learning.
- The childminder shares information with parents verbally and online. Parents are happy with the quality of care that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant recognise their role in keeping children safe from harm. They attend safeguarding training and are familiar with the types of abuse and the signs that may indicate that a child is being abused. They know the procedures to follow if they have a concern and who to contact for advice. The premises are safe and secure. The childminder assesses any potential hazards and implements changes to maintain children's safety at all times. The childminder ensures that checks are carried out on her assistants to ensure they are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
broaden the opportunities for children to access a wider range of different resources to fully extend their learning opportunities	01/07/2022

extend children's learning during activities and ensure activities are differentiated to meet the needs of each individual child.	01/07/2022
---	------------

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

- liaise with local schools to find out what their expectations for children's learning are, to develop consistency and ensure children are well prepared for the move on to school.

Setting details

Unique reference number	2547884
Local authority	Wolverhampton
Inspection number	10217836
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	25 November 2021

Information about this early years setting

The childminder registered in 2019 and lives in Wolverhampton. She works with an assistant. She operates all year round from 7am until 5pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A meeting was held between the inspector and the childminder.
- The inspector looked at a selection of documentation and checked the suitability of persons living in the household and assistants.
- The childminder and the inspector discussed the curriculum and the impact of activities on children's learning.
- The inspector spoke to children at appropriate times during the inspection and took the views of parents from written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022