

# Childminder report

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Inspection date:

20 September 2023

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**Overall effectiveness****Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Inadequate

## What is it like to attend this early years setting?

### The provision is good

The childminder greets children warmly and they leave their parents with ease on arrival. They settle well and demonstrate that they are happy and comfortable in the childminder's friendly home. Children form close bonds with the childminder. They enjoy interacting, playing games, and talking together. The childminder suggests activities and children choose what they want to do. Children become engrossed in play when the childminder joins them. However, at times, children do not have access to the same range of activities and resources when they play freely to consistently motivate them to play and learn.

The childminder helps children to develop independence and understand what is expected of them. They tidy away toys and resources when they have finished playing with them. Children put on their own shoes and coats. The childminder places a high priority on extending children's language and communication skills. Children enjoy singing along to songs and rhymes. The childminder sits with children and shares books and stories. Children listen with increasing focus and attention. They point to the pictures and talk about what they see. Children learn new words, such as 'mosquito' and 'sea horse'. The childminder encourages children to be physically active. They move their bodies to action songs and use their hands to manipulate dough.

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

- The childminder has worked hard since the last inspection to address the weaknesses and raise the quality of the provision. She welcomes visits from the local authority to provide support and advice. The childminder takes time to conduct her own reading, research and learning to help develop her teaching strategies further.
- The childminder implements a clear educational programme based on children's individual age and stage of development. She knows children well and uses regular observations and assessments of children's learning to plan for what they need to learn next. This also helps her to identify and address any gaps in learning. As a result, children make good progress.
- Parents are very happy with the provision. They comment that their children love attending and that they would recommend the provision to others. The childminder shares information with parents through daily conversations and electronic applications. This helps to establish some continuity of care. However, the childminder does not consistently share information with others involved in children's care, such as school teachers, to help her build on learning which takes place elsewhere.
- The childminder supports children to develop healthy lifestyles. Children enjoy healthy meals and snacks. The childminder talks to children about the

importance of oral health and brushing their teeth. Children smile broadly to show off their clean teeth.

- Children develop high levels of confidence and self-esteem. The childminder provides consistent praise and encouragement. She motivates children to persevere with tasks. Children demonstrate pride in their achievements when they complete complex jigsaw puzzles.
- The childminder teaches children what is expected of them and supports them to follow simple rules. She teaches children to share and take turns with resources. Children behave very well.
- Children develop language skills beyond those expected for their age. The childminder allows children time to think and respond to questions. Children confidently join in with conversations as they play alongside the childminder. They are beginning to use more words and speak longer sentences.
- The childminder supports children to develop their concentration and memory. Children enjoy playing matching and memory games. Children delight when they play a game to remember where sea creatures are hidden.
- The childminder encourages children to use mathematical language as they play. She models size, numbers and counting. Children are beginning to count and use mathematical concepts, such as size, in their play.
- The childminder helps children to experience wider learning in the local community. She takes them on trips to the local park and farm, where they explore nature. Children recall a recent visit to a transport museum and talk about driving old buses.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she keeps up to date with her knowledge of safeguarding. She has a good understanding of the signs and symptoms that might indicate that a child is at risk of abuse. The childminder understands the local safeguarding partnership procedures for reporting concerns about children's welfare and potential allegations made about her practice. The setting is clean and hygienic. The childminder uses risk assessments effectively to help keep children safe from harm. Children learn how to play safely, and tidy away toys to keep the environment free from trip hazards. The setting is safe and secure.

## What does the setting need to do to improve?

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

- review the activities and resources available when children play freely to consistently engage children in fun and purposeful play
- develop partnership working with staff at other settings children attend, such as school teachers, to help build on children's learning which takes place elsewhere.

## Setting details

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|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2547884                                             |
| <b>Local authority</b>                             | Wolverhampton                                       |
| <b>Inspection number</b>                           | 10294876                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 1 to 6                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 5                                                   |
| <b>Date of previous inspection</b>                 | 12 April 2023                                       |

## Information about this early years setting

The childminder registered in 2019 and lives in Wolverhampton. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Trisha Turney

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder, parents and children throughout the inspection.

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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