

Childminder report

Inspection date:

25 November 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in the childminder's knowledge and understanding of effective safeguarding practice have a significant impact on the safety of children in her care. That said, children have formed strong relationships with the childminder and her assistant. They readily go to her to talk or for a cuddle and are happy with the childminder.

Due to the COVID-19 pandemic, parents are continuing to drop off and collect their children at the childminder's front door. Children explore the environment and select from the broad range of resources available. Children, generally, play well together and alongside their peers. Children develop confidence as they seek out the adults to join them in their play. They enjoy self-directed play, for example imaginative games with dinosaurs and other animals. They develop their physical skills and have fun, modelling play dough with the childminder.

Children take part in planned activities that are provided to them. They are excited to talk about what they know and remember, such as brushing their teeth in the morning and evening. Children are developing some of the skills they need for their learning. However, on occasion, children are not yet ready to achieve what the childminder expects of them. Therefore, this hinders their future progress.

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

- The childminder has an unrealistic expectation for what she wants younger children to know. They write letters on a daily basis, which is too far reaching for their stages in development. There is not always enough focus placed on what children need next to help them to move on and progress to their next stages in development. That said, the childminder knows the children well and has some appropriate targets for what she wants children to learn.
- At times, children show high levels of involvement in play activities. For example, making models with play dough. They use their smaller hand muscles to squeeze and manipulate the dough. They are eager to talk through what they are making. They are beginning to learn about oral hygiene as they discuss this with the childminder. She builds on this learning, as she explains the play tools she has. Children practise using the 'dentist' play resources together.
- Children enjoy a range of outdoor and physical play activities. They have opportunities to develop their climbing and balancing skills, when they use the equipment in the garden. The childminder takes children to visit local parks, soft-play centres and to feed animals at a local farm. This helps children to learn more about the world around them.
- Children are helped to develop their skills for independence. They manage their personal care routines and understand that washing their hands after using the

toilet and before meals contributes towards living a healthy lifestyle.

- Children's language skills are developing well. This includes children who speak English as an additional language. The childminder and her assistant speak a range of languages, which enables them to support children to continue to develop their home language and make progress in speaking English. The childminder supports children in their early language stages with babbling and repetition of simple words through stories and rhymes.
- Children are developing close friendships with their peers. For example, they take turns to roll their cars down the toy garage track. They are helped to share a fishing rod to play a popular fishing game.
- The childminder's home is bright and organised with resources that are easily accessible to children. Children enjoy building with blocks together and confidently name the colours they are using. They play with toys from a popular television programme and are keen to talk with visitors about the different characters.
- The childminder places a high emphasis on training and ensures that she and her assistant keep their knowledge up to date. The childminder seeks opportunities to develop her understanding of work with children with special educational needs and/or disabilities. She effectively uses this knowledge in her practice.
- Parents speak highly of the childminder and say that their children enjoy attending. They value the daily information they receive about their children's care and learning, both on arrival and collection and also in the system that they access online.

Safeguarding

The arrangements for safeguarding are not effective.

The childminder has not ensured that an accurate daily record of the attendance of all children is effectively maintained. She has not made sure that children are cared for only by those who are registered to do so. This does not help to keep children safe. That said, the childminder demonstrates her knowledge of the signs and symptoms which may indicate a child is at risk of harm. She has an appropriate knowledge and understanding of the procedures she must follow in the event of child protection concerns about a child and in the event of an allegation against herself, assistant or member of the household. The childminder routinely checks the play environment to ensure it is safe for children. She uses effective safe recruitment procedures to employ assistants.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
make sure children are only left in the care of people who are registered to provide care for them	09/12/2021
make sure the daily record of attendance contains the names of all the children being cared for on the premises and their actual hours of attendance.	09/12/2021

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

	Due date
make sure that planning is more focused on providing for what each child needs to learn next to enable them to make progress through each of their stages in learning.	28/01/2022

Setting details

Unique reference number	2547884
Local authority	Wolverhampton
Inspection number	10214909
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 5
Total number of places	5
Number of children on roll	12
Date of previous inspection	Not applicable

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 to 5pm, Monday to Friday, except family holidays.

Information about this inspection

Inspector
Suzanne Taylor

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and took that into account in the evaluation of the setting.
- This inspection was carried out following the risk assessment process.
- The childminder took the inspector on a learning walk. The inspector viewed all areas of the home and discussed with the childminder how the curriculum was organised.
- The inspector made observations throughout the inspection and conducted a joint evaluation of an activity with the childminder to assess the quality of education.
- The inspector spoke to the assistant and children at appropriate times during the inspection.
- The inspector held a meeting with the childminder. She reviewed relevant documentation, including evidence of the suitability of those living or working in the home.
- The inspector spoke to parents and also took account of their views from the written information provided.

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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