

# Childminder report

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Inspection date: 11 August 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### **The provision is good**

Children are happy, motivated and eager to learn. They benefit from the welcoming indoor and outdoor learning environment, which motivates them to engage in play and active learning. Children readily explore the resources available and make independent choices about the toys they play with. They are eager to play with the childminder and show high levels of engagement in activities.

The childminder helps children to challenge themselves and has high expectations for them. She is close by for support and guidance where needed. For example, she helps young children to follow a set of written instructions to make play dough and to independently select the materials they need. Children learn to recognise numerals and confidently count how many spoonfuls of each ingredient need to be added. They develop their physical and coordination skills as they carefully measure and pour the ingredients into a mixing bowl. Children are encouraged to explore adding different quantities of water and flour and learn how to make the mixture drier or stickier. They experiment with food colouring to make the dough the colour they want. The childminder provides children with a lot of praise. Children respond with smiles and show they take pride in their achievements.

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

- Children develop a strong sense of belonging. They are happy, settled and have good relationships with the childminder. The childminder has a consistent approach to managing children's behaviour. Children know what is expected of them and learn to manage their feelings. As a result, children behave well in this setting.
- The childminder demonstrates a strong commitment to developing a high-quality provision. She has attended many training courses to improve her practice and keep up to date with all required training. This has a positive impact on the learning experiences she offers to children.
- The childminder has a clear intent for what she wants children to learn. Planning is based on each child's interests to stimulate their engagement in learning, and children's next steps are skilfully woven through their play and activities.
- Promoting communication and language is a particular strength in the setting. The childminder speaks clearly and engages children in lots of interesting conversations. Children readily share their views and ideas and are confident communicators. For instance, the childminder asks children to predict what will happen as they observe an ice cube once it is taken out of the freezer. Children use the new vocabulary they learn to describe and explain what they can see happening as the ice cube melts.
- The childminder encourages children to think about and develop healthy lifestyles. For example, they practise good hygiene routines as they wash their

hands and investigate brushing toy teeth. However, children's understanding of healthy eating is not as well embedded, such as recognising that some foods are healthier than others.

- Independence is promoted extremely well. The childminder allows children the time and space they need to do things for themselves. Children enjoy helping the childminder with daily chores, and they help to tidy their activities away before and after mealtimes.
- Children have some opportunities to learn about the similarities and differences between themselves and others. However, the childminder does not yet extend these activities to help children to learn about the different cultures and customs of others in the wider community. Therefore, children do not always develop a good understanding what makes them unique.
- Parents speak highly of the childminder. They say that their children are happy and very well cared for. They remark on how well their children are developing, particularly in their speech and language skills. Parents are regularly informed about the progress their children make in their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe and secure. She knows the signs and symptoms that indicate that a child may be at risk of abuse. She makes sure that she keeps up to date with local safeguarding procedures and understands her responsibilities to keep children safe and protected from harm. The childminder knows what to do if an allegation is made against herself or a member of her household. The childminder ensures that children are kept safe. She thoroughly risk assesses her premises and outings. Potential hazards are identified and minimised, and children are closely supervised at all times.

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

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

- strengthen the curriculum to provide more opportunities to build on children's understanding and knowledge of healthy eating
- increase opportunities for children to learn about similarities and differences between themselves and others in the community, to further develop their understanding of the world around them.

## **Setting details**

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2563090                                                                           |
| <b>Local authority</b>                             | Staffordshire                                                                     |
| <b>Inspection number</b>                           | 10239210                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 3 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 2                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## **Information about this early years setting**

The childminder registered in 2020 and lives in Wolverhampton. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## **Information about this inspection**

### **Inspector**

Sharon Hennam-Dale

## 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 gave the inspector a tour of the areas of the home that are used for childminding purposes and discussed how the curriculum is organised and implemented.
- The inspector observed the quality of education. She assessed the impact this has on children's learning and development.
- A joint evaluation of an activity was carried out with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, including evidence of the suitability of the childminder and her qualifications.
- When appropriate, the inspector spoke to children throughout the inspection.
- The inspector took account of the views of parents through speaking to them and reading the written feedback 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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