

Childminder report

Inspection date: 23 August 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 quickly settle into activities in this warm and welcoming environment. They are inspired by the exciting activities on offer, which are linked to the storybook. All children, including children with special educational needs and/or disabilities (SEND), show high levels of engagement. For example, children are eager to use dried pasta, tissue paper, wool and buttons to make their gingerbread men creations. While playing in the sand, children recall the story and are eager to talk about what they are doing. They enjoy the childminder's interactions, who sensitively joins in and motivates them to play. For example, children are keen to smell the ginger spice, which has been added to the rice. They recall the process of making and baking gingerbread with the childminder and remember the oven is hot, and the fridge makes things cold.

Children show good levels of independence as they decide what to do. They use the picture cards and talk about the expected codes of behaviour in place. They behave well and children with SEND do extremely well as they use the mirror during activities and mealtimes to help them manage their emotions.

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

- The childminder provides a rich educational programme, which she carefully implements to help provide exciting play experiences. The educational programme is centred on planning around a range of popular books and traditional stories, which quickly capture children's imagination.
- The childminder is well qualified. She is highly knowledgeable and experienced in meeting the needs of children with SEND. The childminder has a comprehensive understanding of their needs and places a top priority on supporting these children during activities and helping them to communicate. She works extremely well with other professionals working with children to help them make the best possible progress.
- Promoting children's personal, social and emotional development is a clear strength. The childminder is sensitive and ensures children have secure attachments with her. She skilfully supports children to regulate their emotions and behaviour. She uses a good range of strategies, including a pictorial timeline, to help children understand the routine and what is happening next.
- The childminder provides enjoyable opportunities for children to count and recognise numbers, shapes and colours. However, she does not plan enough opportunities for the most-able children to consider concepts, such as size, length and weight, to help offer further challenge.
- The childminder teaches children sensitively about their unique differences and about the needs of others within the group. However, she plans few opportunities for children to learn about their local diverse community to further

extend their understanding of culture. Children have good opportunities to learn about the changing seasons, living things and the natural world. For example, children show a keen interest in the fallen apples from the tree and learn about the life cycle of trees.

- Promoting children's communication and language skills is a clear priority. The childminder introduces a wide range of vocabulary and takes her time to give full and detailed explanations to help children understand. She often sings to children during activities to help engage them and increase their language skills.
- Partnerships with parents are very strong and feedback from parents is overwhelmingly positive. Parents report they are very impressed by the range of activities on offer and the progress their children make. They value the detailed feedback and ideas on how they can further support their children's learning at home. They feel she is knowledgeable and provides helpful advice on issues, such as behaviour management and feeding problems.
- The routine ensures children have plenty of opportunities to be outdoors in the fresh air and be physical. The childminder teaches children about the benefits of eating a healthy diet and the importance of cleaning their teeth to help promote their good health.

Safeguarding

The arrangements for safeguarding are effective.

All members of the household are vetted and suitable. The childminder has a strong understanding about the types and signs of abuse and neglect and the procedure to follow if she is concerned. She attends regular training to ensure she has an up-to-date knowledge of safeguarding issues and how to promote children's welfare. The childminder carries out daily checks to ensure the premises are safe and clean in preparation to receive children. There are robust systems in place to keep children safe on outings. For example, a risk assessment is conducted prior to visits and children learn about road, and water safety.

What does the setting need to do to improve?

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

- plan more effectively for the most-able children to further challenge their learning, particularly in supporting their mathematical development
- provide increased opportunities for children to learn about their local diverse community to help increase their knowledge of other cultures.

Setting details

Unique reference number	2566412
Local authority	Wolverhampton
Inspection number	10239333
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	0 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	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 bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first 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 the evaluation of the provider.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector took into account the views of parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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