

Childminder report

Inspection date:

26 September 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

The childminder offers a welcoming, safe environment where children feel happy. She evidently knows the children very well, monitors their progress and works with parents to ensure continuity. Through ongoing observation and assessment, she identifies gaps in learning and next steps and uses this to plan for individual children's learning, based on what they can already do and what they need to do next. The childminder has high expectations for all children and provides exciting, topic-based play activities that invite children's curiosity and motivate them to engage in learning. For example, children enjoy opportunities to explore the outdoor environment through a range of experiences, such as going pumpkin picking or visiting the local park.

Children build strong relationships with the childminder and their peers. Their behaviour is good, and they are polite and respectful towards the childminder and each other. Children learn to develop independence in self-care and hygiene practices at developmentally appropriate levels. There is good communication between the setting and home, and parents are involved in children's learning and development journeys from the start.

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

- The childminder promotes children's communication and language skills well. She is skilful at meeting the needs of individual children at different stages of language development and building on what they know and can do. She helps children to extend their language. For example, as they play with sea creatures, she uses a wide range of vocabulary, introduces words, such as 'unique' and 'ocean', and encourages children to repeat language back. During activities, children listen and respond well. They have a good understanding of language and demonstrate confident communication skills.
- The childminder has clear learning intentions for adult-led activities and understands that the children may well take the learning in a different direction. The childminder knows the developmental stage of each of the children and plans inviting activities to provide levels of challenge in different areas of learning. Interactions are good, and the children engage well at these times and in activities of their own choosing. However, while there are books in the setting, children are not able to freely select these in the same way as they are with other resources. This impacts on children's ability to fully develop their love of books.
- Parents cannot praise the childminder highly enough. They truly value the care and support they and their children receive. They say children are happy and love coming. Children who have only been coming for two weeks are already fully settled. The childminder asks parents about what children like to do and

what interests them. Parents and children complete an 'All about me' sheet to share information, such as current interests, favourite foods, likes and dislikes. Parents say that the childminder supports children with all their needs in addition to their learning, encouraging reluctant eaters, for example. The childminder shares all the information they need about the children's day. Parents are involved in their child's education and are kept informed about their child's development and achievements, including what children need to do next and how parents can help.

- Children from varied cultures are well supported. For example, the childminder has recently looked at the festival of Diwali with the children. The childminder completed research and talked about the festival with the children as they made lamps. This helped to demonstrate to the children that everyone is different and to raise their awareness of other cultures. However, there are too few opportunities and resources available for children that celebrate or represent the diversity of modern Britain.
- The childminder clearly wants the children she looks after to have the best possible care and experiences. She utilises available support and training to keep her knowledge fresh. She reflects on her practice and adapts to meet the needs of the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure, and children are well supervised. The childminder has attended safeguarding training. She has a good knowledge of child protection and knows how to keep children safe. The childminder is aware of who to contact if she is concerned about a child's welfare. She carries out regular checks of the environment to minimise and reduce any potential risks to children. Children learn how to keep themselves safe; for example, they know to look both ways when crossing the road. The childminder teaches children about the importance of cleaning up spills straightaway so that no one slips and hurts themselves.

What does the setting need to do to improve?

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

- find ways to help children access books independently and to encourage a love of books and reading
- enhance opportunities for children to develop a greater awareness of diversity.

Setting details

Unique reference number	2577712
Local authority	Wolverhampton
Inspection number	10249090
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	1 to 3
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for family and bank holidays.

Information about this inspection

Inspector

Sarah Dukes

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to some parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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