

Childminder report

Inspection date: 10 October 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children's curiosity is ignited in the nurturing and stimulating environment the childminder has created. They benefit from individually crafted family transition sessions with the childminder, who places children's emotional well-being at the heart of her practice. They show that they feel confident and secure in her home as, for example, they share their interest in their pet snail and the habitat they have created for it.

Children follow the rules and routines of the setting and, with support from the childminder, manage conflict and disagreements. Children learn to share resources and accept the needs and feelings of others. Children are taught essential skills to enable them to be independent learners. They can attend to their own hygiene needs. For example, they identify when they need to use the toilet and wash and dry their own hands. Children confidently use a knife to chop their own fruit and pour drinks for themselves.

Children's communication and language is stimulated through the skilful teaching and interactions from the childminder. Children can recall familiar stories as they read along with the childminder and answer questions that strengthen their broad vocabulary and their love of reading.

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

- Children benefit from a highly skilled and passionate childminder who goes above and beyond to teach them an individually tailored curriculum. The childminder gets to know the children and families exceptionally well. She uses this knowledge to provide individual learning plans for children. She knows that children need time to apply and practise new skills in order to consolidate their learning. For example, through exposure to letters and sounds in the environment and teaching opportunities, children identify familiar letters and practise writing them spontaneously during play.
- The imaginative and unique curriculum that the childminder has created enables children to become independent, curious and confident learners, who have a broad vocabulary and are able to apply these skills in any situation. The youngest children in the setting are able to blow their own noses and dress themselves after a nappy change. The childminder's consistently high expectations of older children encourages them to attend to their own needs. This helps to provide them with valuable experiences that support their readiness for school.
- Parents are extremely complimentary about the childminder. They express their gratitude for the daily updates they receive regarding their children's care and learning. The childminder seeks the views of the families in order to continually

drive improvement. Parents are particularly grateful for the childminder's promotion of healthy eating. Children are provided with a well-balanced variety of food groups at mealtimes and during play. The childminder introduces them to new foods, such as avocados, at snack time, and they learn how to prepare these, which encourages them to eat it.

- The childminder continually reflects on her practice. She identifies the specific learning needs of children and accesses training that helps to enhance her already excellent teaching. For example, the childminder has recently attended training in communication and language to enable her to deliver precise speech and language support to children who require it. She works closely with other agencies to ensure that there is a cycle of ongoing support. This enables all children to make excellent progress.
- Recently, the childminder has identified that children's social skills and communication are a priority for development. She is working with other local childminders proactively to tackle the ongoing effect of the lack of social interaction during the COVID-19 pandemic. For example, she takes children to group activities where they interact with others and builds on their social experiences. This is helping to provide them with more confidence in new situations.
- Children are immersed in valuable opportunities to learn about the world around them. For example, when reading stories together, the childminder provides diverse puppets that support children's understanding of equality. Children are excited to choose a puppet to hold and enjoy talking about what their puppet looks like. Exotic fruit is available for children to try. The childminder reinforces rich vocabulary, as children describe the taste and texture.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role to safeguard children. She has strict risk assessments in place, and children are well supervised. The childminder updates her safeguarding knowledge regularly to ensure that she is up to date with any changes in legislation and has a secure understanding of localised issues. She knows how to recognise the signs that a child might be at risk of harm and the procedures to raise her concerns. The childminder attends training on specific safeguarding issues, such as the 'Prevent' duty agenda. She recognises the importance of understanding safeguarding issues. This helps to keep children safe.

Setting details

Unique reference number	2595646
Local authority	Wolverhampton
Inspection number	10251380
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	2 to 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Wolverhampton. She operates Monday to Friday, from 7am to 6pm, all year round, except for bank and family holidays. The childminder provides funded early education for three- and four-year-old children. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Ali Myers

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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