

Childminder report

Inspection date: 17 October 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 flourish in an environment that promotes well-being as one of its core values. The curriculum that the childminder has created celebrates children's natural curiosity and exploration of nature. Children benefit from an environment that invites them to learn about their feelings and develop their imagination. They are nurtured through warm interactions and are emotionally supported through a strong settling-in process. Children develop good independence and are able to feed themselves at snack and lunch times. They put on their own waterproof clothing and wellingtons to go outside.

Children make friendships with others and learn how to share resources. They behave well and follow the routines that the childminder has developed. Children enjoy exploring the garden and join in conversations that enrich and extend their vocabulary. They take part in well-planned activities that offer them opportunities to explore natural resources. These activities encourage cooperative play and support physical development. Children confidently climb the climbing frame and manage risks as they make their way down the slide. They learn how to use pipettes and tongs to search for minibeasts in water.

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

- The childminder is passionate about children receiving a curriculum that reflects their interests and enables them to flourish at their own pace. She gets to know the children very well, which enables her to offer unique experiences that inspire curiosity. This allows children to explore the world around them at a pace that suits them.
- The childminder encourages children to be independent. Children take themselves to the toilet, attend to their own personal care needs and wash their own hands. They confidently ask for help when required. Children display a sense of pride in their achievements as they master a new skill.
- Children make good progress with speech and language. The childminder and assistants offer open-ended questions and enhance children's vocabulary through repetition of key words throughout the day. They use stories, songs and rhymes with props to engage their young listeners. Children flourish in this communication-rich environment.
- The childminder has developed good partnerships with parents. She gets to know families very well and offers a positive settling-in process. Parents speak highly of the care and education that their children receive, saying they are regularly updated on what their children have been doing in the setting. However, the childminder does not yet readily share children's next steps with parents to support them to extend children's learning at home.
- Children are encouraged to live healthy lives. The menu is designed around

healthy, balanced options. The childminder prepares fresh, homemade meals and takes into account the individual dietary needs of each child. Children enjoy mealtimes. They all have a go at putting their own aprons on and feed themselves using the cutlery provided. Children are encouraged to have a go at pouring their own water.

- Children engage well in the routines that the childminder has created. They anticipate what will happen next and talk about it with their friends. For example, after lunch, some children know that it is time to go home. The youngest children know when they are tired and take themselves to the sleep mat for a rest.
- The childminder has a strong supervision system in place. She is mentoring her newly appointed assistants through their probationary period by providing monthly meetings where professional development needs are discussed. She is modelling good early years practice to support confidence in their teaching. This helps to provide children with a dedicated and highly ambitious learning environment.
- The childminder has an ambitious vision for the future. She wishes to further develop her safeguarding knowledge through extended training and will continue to pursue her Hygge accreditation. This training will be shared with her assistants to provide children with an intuitive and nurturing team to care for them.

Safeguarding

The arrangements for safeguarding are effective.

There is a robust recruitment system in place, and the required suitability checks are sought for all individuals connected with the setting. The childminder ensures that she keeps herself and assistants up to date with safeguarding and child protection training. The childminder and assistants have a good understanding of their role in safeguarding children and know the signs and symptoms of abuse. The childminder takes steps to make sure that her home is safe. She has robust risk assessments in place to ensure that children are always kept safe from harm.

What does the setting need to do to improve?

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

- share more information about children's next steps with parents in order for them to extend children's learning at home.

Setting details

Unique reference number	2599842
Local authority	Wolverhampton
Inspection number	10251540
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 2
Total number of places	10
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Wolverhampton. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder currently works with two assistants.

Information about this inspection

Inspector

Ali Myers

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 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 talked to staff at appropriate times during the inspection and took account of their views.
- 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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