

Childminder report

Inspection date: 27 March 2024

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 are safe, happy and content in this setting. They receive good support from the caring childminder, who knows their likes, dislikes and abilities. The childminder is a good role model. She teaches children to use good manners and to be kind to one another. The childminder supports children to be independent. For instance, she gives children small tasks throughout the day, such as tidying away toys before mealtimes. Children learn about healthy lifestyles. The childminder provides ideas to parents on healthy packed lunches. She takes children out on daily walks and regular visits to the local park and nature reserve. These outings support children's physical development and learning about the natural environment. The childminder helps children to learn how to clean their teeth to promote good oral hygiene. She supports children's mathematical development as they play. She encourages children to count with her. Children learn to recognise shapes and numbers. The childminder provides children with lots of praise and encouragement, which helps to promote their confidence and self-esteem. Children concentrate as they use pipettes, warm water and small hammers to release different toy vehicles from blocks of ice. Children engage in activities for long periods and demonstrate a positive attitude towards their learning.

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

- The childminder has created an ambitious curriculum that focuses on the skills and knowledge children need to provide them with a secure foundation for future learning. She knows what each child needs to learn next and plans activities and experiences accordingly. This helps to ensure that all children, including those with special educational needs and/or disabilities, make the progress of which they are capable. However, the childminder does not always work fully in partnership with other professionals and agencies or with other childcare providers, where care is shared.
- The childminder supports children to develop their communication and literacy skills. She takes children on regular visits to the library to join in music and singing sessions. At home, children sit and wait eagerly for the childminder to read their chosen stories. Younger children copy words they hear. Older children talk about the characters and link the story to previous experiences. For instance, children talk excitedly about their recent trip to a farm. This helps children to develop a love of books.
- Children show good imagination and understanding of the world as they play with dolls and toy vehicles. The childminder extends children's learning during these times. She asks questions to promote their language, thinking and understanding of the world.
- The childminder adapts activities as she interacts with children as they play. For example, she provides additional resources to extend children's interest and

focus. However, the childminder does not always plan some activities well enough. For example, children do not always have enough space to fully participate and sometimes lose interest.

- The childminder manages behaviour well. Children learn to share and take turns. When conflict occurs, the childminder is very clear and consistent in her approach. The childminder helps children to develop their social skills. For instance, she meets up with other childminding groups so that children have the opportunity to mix with others less familiar to them.
- The childminder carries out risk assessments and daily checks of her home to help to ensure that her premises are safe for children to play in. She supervises children at all times.
- The childminder is committed to her ongoing professional development. She has completed a number of online courses and carries out regular online research to help to further develop her knowledge and skills.
- The childminder works closely with parents to support children's learning. Parents are full of praise about the childminder and the service she provides. They comment on the good progress their children make during their time with her. Parents appreciate the ideas the childminder provides to enable them to continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- liaise more closely with other professionals and agencies and other childcare providers to further support and provide continuity for children's learning and development
- develop further the planning of activities so that children have the space to fully participate.

Setting details

Unique reference number	2654809
Local authority	Wolverhampton
Inspection number	10332973
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	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the Pendeford area of Wolverhampton, West Midlands. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Karen Laycock

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 spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector took account of parents' written views, which were provided by the childminder.
- The childminder provided the inspector with a sample of key documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024