

# Childminder report

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Inspection date: 18 November 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder has a kind and caring nature. Children show that they feel happy, safe and secure as they play contentedly and snuggle up close to the childminder. Babies settle quickly when they arrive. The childminder encourages children to develop an interest in books. She reads and shares books with the children. The childminder asks questions about the pictures and links what children can see to their own life experiences. For example, when children see a picture of a horse, the childminder asks if they can remember different animals they saw during a recent trip to the zoo. Children demonstrate good physical skills as they draw and make marks. They concentrate, show determination and develop dexterity as they place pieces into puzzles.

The childminder provides children with a variety of experiences outside of the home. For example, children enjoy frequent trips to a number of local parks. Children look forward to their weekly visit to the library where they enjoy story time. The childminder takes children to a playgroup that provides a variety of fun mathematical activities. These opportunities give children the chance to meet new adults and children and develop confidence in social situations.

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

- The childminder has a good understanding of child development. She creates a curriculum for each child that supports their learning and takes account of their current interests. However, at times, the childminder does not plan activities to meet the age and abilities of those taking part, in particular for the youngest children.
- The childminder has a calm approach and gently explains to children how to share and take turns. She teaches children to use good manners. Children learn to cover their mouths when they cough and say 'please' and 'thank you'.
- The childminder supports children's communication skills well. She engages children in back-and-forth conversation. The childminder introduces children to new vocabulary. She helps toddlers to practise new words. The childminder acknowledges babies' gestures and babbles. This helps them to learn their sounds are valued and important.
- The childminder asks open questions to help children to develop their thinking skills. For example, as children build a 'cat' using construction toys, the childminder asks, 'where is the cat going?' and 'what will the cat do there?'
- The childminder supports children to develop a good understanding of healthy lifestyles. She encourages children to drink plenty of water throughout the day. She takes the children out on local walks in the community. Children enjoy running around and gathering natural resources in the park. Children know they need to wash their hands after handling the childminder's pets.

- The childminder supports children's early mathematical development well. Children learn to count and recognise numbers. As they play, they confidently name familiar shapes, such as circle and triangle. The childminder uses mathematical language, such as 'tall', 'big' and 'little', as children build objects. She supports children to compare size as she asks, 'which is the tallest?' However, at times, children are unable to fully lead their own play and follow their interests because toys and resources are restricted to those selected solely by the childminder. Consequently, at times, children lose interest and disengage.
- The childminder is keen to further develop her knowledge and practice. She has built strong links with other local childminders. They meet up regularly to share ideas, good practice and resources.
- The childminder has good relationships with parents. She keeps parents fully informed of their children's progress during their time with her. The childminder provides parents with ideas and suggestions to help them to continue their children's learning at home. Parents say that their children enjoy attending and comment on the good progress their children make in the childminder's care.

## **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:**

- adapt activities to precisely target children's next steps in learning, particularly for the youngest children
- increase opportunities for children to make their own choices and decisions about the toys and resources they want to play with.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2670728                                                                           |
| <b>Local authority</b>                             | Wolverhampton                                                                     |
| <b>Inspection number</b>                           | 10365666                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022. She lives in the Ettingshall Park area of Wolverhampton. She operates from 7.30am to 5pm, Monday to Friday, all year round, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Karen Laycock

### Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The inspector spoke to parents and took account of their views. The inspector also took account of parent's written reviews 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.

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