

Childminder report

Inspection date:

23 July 2024

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

The childminder's expert knowledge and understanding of how young children learn ensures that they receive an outstanding start to their education. Children flourish in her care. The childminder empowers children with the knowledge and understanding of how to manage their feelings and behaviour. This enables them to develop the social skills and self-regulation to play cooperatively with their friends. The childminder helps younger children develop their confidence and understanding of a range of feelings. She teaches older children strategies so they can resolve conflict independently and guide the younger children. Older children suggest that they use another toy when two younger children both want the same resource. This level of empathy and understanding ensures that children are extremely well prepared for their move to school.

The childminder values the teaching of early literacy skills as part of her curriculum delivery. She helps younger children to develop their sense of identity and connect with their written name. The childminder and her assistant encourage older children to write for a purpose, develop their reading skills and link letters to sounds. The childminder cares for children across a variety of development stages and ensures that planned activities are matched precisely to each child's learning needs so they can all be included. This ensures that children are always challenged fully in their play and learning.

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

- The childminder is dedicated to extending her professional knowledge and supporting her childminder colleagues. She plays a pivotal role in her local childminding network. For example, following the pandemic, she initiated a local group that childminders could access with their minded children to focus on promoting their communication and language skills. The childminder completes extensive research to focus on how she can further support children's specific learning needs. Recently, she has focused on increasing her understanding of the links between children's brain development and their behaviour.
- The childminder ensures that her assistants fully understand their roles to provide consistently high education experiences for children. This includes understanding the policies and procedures to keep children safe. She provides assistants with continuous guidance and reflection on their practice so they keep extending their knowledge and teaching skills.
- The childminder cares for children who also attend other settings. This includes other childminders and nurseries. She liaises with them on a weekly and daily basis so that she can provide a seamless transition between the settings. This supports a high level of continuity for children in their care and learning. For example, the childminder plans specific learning experiences that build on

children's achievements from the previous day at the other setting.

- Parent partnerships are excellent and the childminder involves parents extensively in their child's learning. She provides them with ongoing guidance to support children through their key development milestones and ideas to extend the learning for older children. Parents say that their children have blossomed in the childminder's care and that she is 'exceptional in every way'.
- The childminder has a meticulously designed and ambitious curriculum that precisely identifies the sequence of knowledge and skills as children progress through their development milestones. Her curriculum provides children with extensive learning experiences that reflect all areas of their development. The childminder is highly skilled in providing children with targeted interventions when they need additional support. This includes working with parents and outside agencies to support the specific needs of children with special educational needs and/or disabilities.
- The childminder uses her expert understanding of child development to analyse her observations of children's achievements and identify what they need to learn to progress further. For example, she places equipment in strategic places to specifically entice babies to use their legs to walk. She challenges older children to recall what they have previously learned through high-level extension opportunities. The childminder has a precise reason for every resource and play experience that she provides for the children.
- The childminder provides children with extensive and specific challenges for their communication and language development. This includes planning the vocabulary she will introduce and use with each child during an activity. She considers the languages children speak and plans the vocabulary she will use.
- The childminder and her assistant are highly intuitive in how they use their interactions to enhance children's play. They recognise when children need time to explore in their own way and make timely enhancements so that children's learning is continuously challenged. For example, they recognise when children need time to work things out for themselves. Babies confidently explore and learn to recognise what is within their physical ability, such as when they access climbing equipment. This ensures that children can push themselves to their limit and have high ambitions for themselves. Children are highly motivated.
- The childminder is passionate about promoting children's understanding of diversity and about equal opportunities. She helps them challenge stereotyping and celebrate the contributions that different people make to society. For example, after observing national football events, children play a mini game of football using toy figures that represent women from a variety of cultural backgrounds.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2757299
Local authority	Wolverhampton
Inspection number	10349421
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Wolverhampton. She operates all year round from 7.30am to 4.30pm Tuesday to Thursday and from 7.30am to 4pm on Friday, except for bank holidays and family holidays. She works with an assistant. The childminder receives funding for early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Anne Dyoss

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children interacted with the inspector during the inspection.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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