

# Childminder report

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Inspection date:

6 September 2024

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|----------------------------------------------|----------------|
| <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 provides a welcoming and child-friendly environment. Children respond well to her affectionate and calm approach and are happy and content in her care. Babies demonstrate that they feel safe. They approach the childminder for cuddles and smile broadly as the childminder interacts with them. The childminder and her assistants forge strong relationships with children and their families, which helps children to feel emotionally secure. Children enjoy their time with the childminder and her assistants. They are eager and confident to choose from the broad range of activities and resources on offer. The childminder has created an ambitious curriculum that focuses on the skills and knowledge children need to prepare them for future learning. The childminder has a good understanding of children's learning styles and interests. She provides an environment that motivates and challenges children's thinking. Children begin to count and recognise numerals. Some children can recognise and write their names independently. Children develop a keen interest in books. When choosing a story, children comment, 'I love this one.' Children learn new words from stories, such as 'avocado' and 'warn'.

Children are keen and motivated learners who demonstrate positive attitudes towards their learning. All children make good progress from their starting points.

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

- The childminder is experienced, enthusiastic and passionate about her role. She works closely with her assistants to help children achieve to the best of their abilities and to give them the very best start in life. She has devised a broad, well-sequenced curriculum that covers the seven areas of learning. The childminder makes regular observations of children's learning to assess their abilities and review their progress. She plans activities and experiences that link to children's next steps and interests.
- The childminder supports children's communication development effectively. Children become excited at story time. The childminder encourages them to choose a selection of small-world toys and resources that link to children's favourite stories. Children listen intently to the story. They recite phrases and words from the book. Children confidently talk about what happens next and learn to recognise letters.
- The childminder and her assistant support children's early understanding of mathematics. As children explore cereals with different utensils, the childminder introduces language to describe size and quantity, such as 'big', 'small', 'full' and 'empty'. Children learn to count, recognise numbers and solve simple addition and subtraction problems. However, on occasions, during group activities, the childminder's assistant does not adapt her teaching to support the different age

and stage of development of the children taking part.

- The childminder has high expectations for children's behaviour. She models good sharing and offers lots of praise for children's positive behaviour. Children share and take turns. They respond positively to adults' requests to help with small tasks. The atmosphere is calm and relaxing.
- The childminder supports children to learn about healthy lifestyles. They know to wash their hands before they eat and after using the toilet. Children have plenty of opportunities to be physically active in the childminder's garden. The childminder teaches children about the importance of good oral hygiene.
- The childminder and her assistant are very kind, caring and gentle towards the children. Children are happy and enjoy their interactions as they play. The childminder offers flexible settling-in sessions for the children, prior to them attending her provision. This helps to build children's and parents' confidence at this time of change.
- The childminder undertakes regular training to help update her knowledge and skills to further enhance her teaching practice. However, she does not consistently explore training opportunities for her assistants to help raise their practice to a higher level.
- Partnerships with parents are a strength of the childminder. Parents speak very highly of the childminder and her assistants. They comment on the high-quality care their children receive. Parents talk about the good progress their children make during their time with the childminder and how keen their children are to attend.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture towards safeguarding that puts children's welfare first.

## What does the setting need to do to improve?

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

- support assistants to consistently tailor activities to match the age and stage of development of the children taking part
- explore training opportunities for all assistants to enhance practice even further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2757311                                                                           |
| <b>Local authority</b>                             | Wolverhampton                                                                     |
| <b>Inspection number</b>                           | 10349440                                                                          |
| <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> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 18                                                                                |
| <b>Number of children on roll</b>                  | 18                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023 and lives in the Penn area of Wolverhampton. Prior to this she was registered with a childminder agency. She operates all year round from, 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She works with two assistants. The childminder provides funded early years education for children aged between nine months and four years.

## 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 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 spoke to the childminder's assistant at convenient times during the inspection.
- 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. She also took account of parents' written views 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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