

# Childminder report

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Inspection date: 28 January 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children are happy and settled in the childminder's care. They show that they feel safe and explore with confidence. The childminder ensures that all learning environments indoors and outdoors are safe and secure. She works closely with parents to find out about children's individual likes, interests and care routines to help children to settle in at her setting. She regularly shares information about children's development and activities. Children behave well in the childminder's home, and daily routines encourage and promote their independence. The childminder helps children to understand their feelings and emotions. Children develop a good understanding of healthy lifestyles. For example, they follow good health and hygiene routines. The childminder ensures that children have a wealth of experiences to encourage them to be physically active. She takes children to places of interest, such as parks, shops, woodlands and playgroups. The childminder provides children with a wide range of activities and resources to support their learning. Children are keen to take part in the activities on offer. The childminder provides good opportunities for promoting children's early literacy development. Children are able to access a good selection of books. The childminder builds on children's interests and ideas to help keep them motivated and engaged.

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

- The childminder knows the children in her care well. She uses her observations of children's play to help her to identify their next steps for learning. She plans a variety of activities that follow the interests and individual learning styles of each child. She supports children to develop across a broad curriculum, which helps them to be independent, confident and skilful learners. Consequently, children make good progress from their starting points and acquire skills for the future. However, although the childminder interacts well with children, she does not always use spontaneous opportunities to extend their learning to the highest level.
- The childminder is a positive role model. She has a consistent approach to managing behaviour. She provides guidance and effective strategies to promote children's positive behaviour and well-being. Children know what is expected of them. The childminder encourages older children to share and to consider the needs of the younger children during play. She provides them with lots of praise and encouragement, which boosts children's confidence and reinforces their self-esteem.
- The childminder listens to children and attends to their welfare needs without hesitation. This is demonstrated as she quickly recognises when children may be tired or hungry. The childminder offers children healthy snacks. She teaches them good hygiene routines, such as washing their hands before meals.

- The childminder interacts well with children. She carefully supports their language development by repeating words and modelling language. She helps them to develop their vocabulary as she introduces words in a meaningful way. For example, as children build their train track, they learn that some of the pieces are 'straight' or 'curved'.
- Children have an age-appropriate understanding of mathematics. For instance, older children recite numbers during their everyday play and toddlers fit shapes into shape sorters. The childminder encourages them to persevere and gives them an abundance of praise when they succeed.
- Relationships with parents are good. The childminder keeps parents informed about their child's day and the activities they have enjoyed taking part in. She shares their ongoing progress and values parents' contributions towards children's learning. The childminder offers parents suggestions for activities they can try at home with their children to build further on what they know and can do. Parents are happy with the care and education the childminder provides.
- The childminder regularly reflects on her practice. She asks parents to complete questionnaires and whether they are satisfied with her service, to help her to assess the quality of her provision. However, she has not fully considered ongoing professional development opportunities to further improve the quality of her teaching. The childminder works effectively in partnership with other settings children attend. She regularly shares information with them to enhance children's experiences and maintain continuity in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is robust. She ensures her child protection training is up to date, which underpins her knowledge well. The childminder demonstrates a thorough understanding of the possible signs and symptoms of abuse and how to protect children should their welfare be at risk. She keeps well informed of her local safeguarding procedures and knows who to contact if she has any concerns. The childminder completes daily checks to reduce hazards and provide a safe environment for children to play, and she has detailed risk assessments to ensure that children are kept safe on outings.

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

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

- take full advantage of all opportunities to increase the challenge in children's learning
- establish a targeted programme of professional development to continually develop knowledge and skills that raise the quality of teaching to a higher level.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY426562                                                                          |
| <b>Local authority</b>             | Wolverhampton                                                                     |
| <b>Inspection number</b>           | 10067011                                                                          |
| <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</b>       | 1 to 3                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 2                                                                                 |
| <b>Date of previous inspection</b> | 11 April 2016                                                                     |

## Information about this early years setting

The childminder registered in 2011 and lives in Wightwick, Wolverhampton. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Jacqueline Coomer

### Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents, including evidence of suitability and training.
- The inspector took account of the views of parents through written feedback provided.

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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