

Childminder report

Inspection date:

3 September 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder provides children with a warm welcome and nurturing interactions. This helps children to form close attachments with the childminder and relax in her care. Her aim is to give children experiences that help them to become confident individuals who have good manners, show respect and are kind to others. Children are caring and have lovely manners. The childminder establishes clear expectations for children's boundaries and they learn that some rules are in place to keep them safe, such as to sit down when they are eating. However, the childminder does not focus her teaching well enough on what children need to learn next. This means that she does not support children to make consistently good progress and engage fully in their learning.

The quality of education for children is variable. The childminder recognises how she can use her interactions to enhance children's play, such as to support their language development. However, she does not have the highest ambition for children's learning and her curriculum lacks consideration to the sequence of knowledge and skills that children need to gain. This said, the childminder helps children to gain their independence and she supports them through development milestones, such as toileting and managing their self-care needs.

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

- The childminder keeps her mandatory training updated for safeguarding and paediatric first aid. However, she is not committed to her ongoing professional development and it has been several years since she accessed any training. This means that she has not kept her knowledge and skills updated to reflect well on the service she provides.
- The childminder is experienced and knows what young children need to learn. However, she does not use this knowledge to design a curriculum that is focused on helping all children to extend their learning further. Although she has identified some learning milestones, these are general and not as effective as possible in helping children to build on their existing knowledge and skills.
- The childminder observes children during their play and has a general overview of how they are progressing. She completes children's two-year-old progress checks and shares these with parents and other professionals. However, the childminder does not use assessment information well enough in her planning so that her teaching is targeted on helping children to progress well. Although the childminder has a range of activities on hand to use with children, she does not sufficiently consider how these will progress their learning. This means there are times when children lose interest in the activities provided.
- This said, the childminder incorporates children's interests into their play and follows their lead. She models language effectively as she narrates children's

play. Children are generally occupied and enjoy opportunities to make choices. They decide what they want to build using construction equipment. Children access junk modelling, play dough and equipment to build a den. The childminder encourages them to use their imagination.

- The childminder makes use of the facilities in the local area to help children to engage with other people in the local community and make new friends. She meets up with other childminders at play groups where children learn how to adjust their behaviour in response to different situations.
- Overall, the childminder supports children's health appropriately. Children learn about hygiene routines, benefit from daily exercise and can access drinking water. However, the childminder does not fully support children to understand about making healthy food choices and limiting sweet treats between meals.
- The childminder supports children to develop their understanding of the world. She takes children to explore the natural environment and engage in woodland activities. The childminder provides opportunities for children to grow plants from seeds and how to care for them.
- Parents share positive views of the childminder. The childminder values their partnership working and exchanges information with them about their children. For example, she meets with parents to catch up with them and find out what children have been doing during the summer holiday break.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
engage in professional development that focuses on improving teaching knowledge and skills	03/11/2024
improve the arrangements for monitoring children's progress and planning to clearly identify the main learning priorities for each child and support them well in the key development areas	03/10/2024

implement an ambitious curriculum for all children that identifies a progressive sequence of knowledge and skills that children need to gain.	03/11/2024
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To further improve the quality of the early years provision, the provider should:

- extend the opportunities for children to learn about making healthy food choices.

Setting details

Unique reference number	EY436605
Local authority	Wolverhampton
Inspection number	10350475
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	3 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	19 September 2018

Information about this early years setting

The childminder registered in 2011. She operates all year round from 8am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and assessed the impact that this was having 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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