

Childminder report

Inspection date: 16 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children demonstrate good social and communication skills. For instance, they quickly learn visitors' names and confidently use them in conversations. The childminder actively supports this by warmly introducing visitors as 'our friends'. This helps children to feel safe and secure and encourages them to engage.

The childminder promotes children's positive behaviour and good manners. For example, she reminds them to eat more slowly, say 'pardon me' after burping and cover their mouths when coughing. She regularly offers children choices to help them to develop their decision-making skills. For instance, children choose the size of the spoon they want to use when planting seeds and decide which fruit they would like to eat. At mealtimes, the childminder encourages children to eat their sandwiches first, helping them to make healthier food choices. She engages them in meaningful discussions about intolerances and teaches them the importance of not sharing food. This helps children to understand their own needs and stay safe.

The childminder knows children's personalities, strengths and developmental stages, and she uses this information to support their learning. For example, she recognises that some children respond positively to responsibility and actively encourages them to help set up activities as part of their learning experience.

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

- Since the last inspection, the childminder has participated in various relevant training and professional development opportunities, including topics such as healthy eating, oral health and supporting children's physical development. She expresses how much she has enjoyed these learning experiences, reflecting a positive attitude towards her ongoing professional development.
- The childminder actively supports children's self-help skills. For example, children learn to wash their hands, apply their own sunscreen, and put on their socks independently. When applying sunscreen, the childminder helps children to identify areas they may have missed, such as the back of their neck. This helps children to understand how to protect their bodies and stay safe in the sun.
- The childminder communicates effectively with children, using a gentle tone and clear language to promote their understanding. For example, she explains why seeds need more soil to grow, introducing words such as 'roots' to expand children's knowledge and vocabulary. She makes good use of open-ended questions, encouraging children to think critically and build on their ideas.
- Children benefit from a language-rich environment, where they encounter both written text and numbers in everyday contexts. For example, they notice print on posters, plastic bottles, seed packets and in books. While reading aloud, the childminder points to the text, encouraging children to follow along. This helps

children to understand that print conveys meaning.

- The childminder takes a flexible and reflective approach, adapting her practice to follow children's interests. However, occasionally, she introduces new activities that momentarily divert children's focus from their learning. That said, children often show interest in what she introduces and engage enthusiastically with her ideas.
- The childminder uses stories to build on children's real-life experiences. For example, she reads books about starting school with those leaving in September and shares stories about toilet training to encourage open conversations. When gardening, she connects the activity to a story about a beanstalk, helping children to relate the story to what they are doing.
- Parents and carers report that the childminder communicates effectively with them. They highlight how she actively follows children's interests and asks ongoing questions to better understand their needs. Parents appreciate their active involvement in their children's learning, particularly in areas such as toilet training, which they continue to support at home.
- The childminder works closely with parents and other settings that children attend to ensure they receive consistent support in their learning. She is currently pursuing specialised training to deepen her understanding of how to support children with special educational needs and/or disabilities.
- The childminder states that for children aged between two and three, she provides parents with a written summary of their development. She encourages parents to share the summary with relevant professionals, including staff at other settings children attend and health visitors. However, she does not retain a copy, which limits her ability to track, discuss or further share children's progress effectively.

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:

- recognise moments when practice may unintentionally interrupt children's learning, ensuring a consistent flow of engagement
- consider retaining the statutory progress check at age two to ensure it is available to share on request.

Setting details

Unique reference number	EY436605
Local authority	Wolverhampton
Inspection number	10366240
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 September 2024

Information about this early years setting

The childminder registered in 2011 and is based in Wolverhampton. She operates during term time only, from Tuesday to Friday, between 7.30am and 5.30pm. She holds a Level 3 qualification. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- The childminder and the inspector discussed how she organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about individual children's learning and development.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the childminder interacting with the children and discussed how her actions supports their 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025