

Childminder report

Inspection date: 21 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

The childminder is very experienced and highly qualified. She is passionate about her role in the lives of young children and will do all she can to support parents in the care of their children. Children are happy, settled and enjoy their time with the childminder. The childminder and her assistant find out about children's care routines and adhere to these throughout the day. They have a lovely rapport with the children and know them and their families well. The childminder is friendly and attentive to children's individual needs. Children are content, happy and comfortable attending and their emotional well-being is supported successfully. Children's physical development is promoted well during visits to the park and soft-play centres. The childminder regularly takes children on trams, buses and for walks in the community to places such as museums and the library. Children make choices about what they want to play with or do. The playroom is well resourced, and children enjoy painting their hands to make prints. Children are motivated to play, explore and learn as they count the number of handprints they have made and what colour they are. Children are well behaved and show positive attitudes as they regularly use good manners. The childminder encourages children to develop their independence and self-help skills through practical activities, such as peeling potatoes and vegetables when cooking.

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

- The childminder and her assistant support children well with their early communication and language skills. They talk to children constantly, asking questions and encouraging them to share things that interest them.
- Children have lots of fun and enjoy attending. For example, they like role play and pretend games. They play with the imaginative kitchen and hand the assistant and childminder cups of tea and plates of play food. Children develop an understanding of how to keep themselves safe. They learn to walk up and down steps safely and about road safety.
- The childminder helps children to develop respect for others, such as learning about different cultural celebrations from around the world. Children celebrate events such as 'Black History Month' and taste food from the Caribbean.
- The childminder offers an inclusive setting. For example, she finds out about and values the diversity of the children she cares for. She seeks information about the home languages of children who speak English as an additional language. She helps children learn about people, places and communities beyond their own experiences. This broadens their understanding of the world.
- The childminder ensures she can meet children's needs right from the start. She works closely with parents to find out about children's care needs, interests and prior learning. However, planning is not fully embedded to link to children's next steps in learning and the activities provided.

- The childminder has good relationships with parents. Parents are very positive about the service that is provided. They particularly appreciate the childminder's flexible approach, which helps to provide continuity in care for children. They say the childminder has attended appointments with them to ensure the child's voice is heard.
- Partnerships with other professionals are effective. The childminder communicates well with early years settings and local schools. Where children attend two settings, the childminder ensures she shares valuable information about children's development to help establish continuity in their learning.
- The childminder uses accurate self-evaluation to identify areas for development in her own practice. She has regular visits from the local authority early years team and she sees this as her supervision time. The childminder and her assistant recently completed training in understanding epilepsy and administering medication. The childminder specifically chose this course in order to improve her knowledge in this area to support children with medical conditions. Furthermore, she is currently undertaking a mathematics and English course. The childminder's proactive approach helps to consistently raise the quality of teaching.
- The childminder regularly carries out supervision on her assistants and ensures they complete the mandatory training in first aid, food safety and safeguarding. However, she does not ensure supervision of the assistants is sufficiently focused on their professional development to build their confidence in raising the quality of their teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of child protection issues and the procedures to follow should she have a concern about a child in her care. The childminder and her assistants have a sound understanding of wider safeguarding issues, such as the risk of radicalisation. They attend child protection training and are aware of the correct procedure to take should an allegation be made against the childminder or an assistant. The childminder has displayed the contact details of who to make a referral to so her assistants can access them, and during supervision meetings she asks them about safeguarding.

What does the setting need to do to improve?

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

- embed planning to build further links between children's next steps in learning and the activities provided
- sharpen the focus of supervision and professional development to build the confidence of assistants and develop their teaching practice.

Setting details

Unique reference number	403397
Local authority	Wolverhampton
Inspection number	10115995
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 18
Total number of places	6
Number of children on roll	32
Date of previous inspection	6 April 2016

Information about this early years setting

The childminder registered in 2001. She operates all year round from 6.30am to 8pm, Monday to Friday, except for bank holidays and family holidays. Overnight care is available. She works with a number of assistants. The childminder holds an appropriate qualification at degree level. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Turner

Inspection activities

- The inspector completed a learning walk with the childminder and discussed how the early years provision is organised.
- The inspector spoke to the childminder, her assistant and children during the inspection.
- The inspector looked at a sample of the childminder's documentation. This included information about the suitability of members of the household and her policies and procedures.
- The inspector took account of parents' written comments and views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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