

# Childminder report

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Inspection date: 17 June 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is outstanding

Children thrive in this inspiring environment. They benefit from spending plenty of time outdoors as they visit local parks, play areas and National Trust properties. At the childminder's house, the main learning area is the garden and the newly installed cabin, which is filled with exciting resources. For example, the children hunt for plastic minibeasts and numbers in a tray filled with green slime. They read the numbers and count the minibeasts. They learn new words, such as 'dragonfly' and discuss how many wings a butterfly has.

The children delight in the company of the childminder. She helps children attach scarves to their tops, which they say are wings. Children flutter their arms, jumping up and down pretending to be a butterfly. Children experience a wealth of learning opportunities. They grow strawberries in the garden and investigate to see if they have turned red. They learn to ride tricycles and then progress to riding a scooter when they are ready. Ralph, the family dog, joins children in the play areas. He is very much a part of the family and the children are content to be around him.

The childminder and her assistant know the children exceptionally well. They plan activities to follow the children's interests and to develop their emerging skills. For example, a new water course made from drainpipes has been added because the boys are enjoying building, rolling and water play. Children explore this with pleasure and they are deeply involved in their learning. They feel secure in the setting and make choices about how to use the resources and spaces available. All children make excellent progress. They learn in a calm, relaxed atmosphere. They demonstrate high levels of concentration and interest because the environment is so engaging and it is designed to reflect their interests. Children are happy here. They have become independent, curious learners who are well prepared for their next stages of learning.

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

- The childminder is experienced, passionate and enthusiastic. She understands child development. She knows what individual children can do and what they need to do next. She uses assessment precisely to plan interesting activities for the children. Consequently, children are highly motivated and successful. They demonstrate pride in their achievements and make excellent progress in their learning.
- The childminder and her assistant are skilful communicators. They ask questions and give children plenty of time to answer and contribute to discussions. For example, when a child has his wellington boots on the wrong feet, the adult says, 'Look at your feet. Are your boots on right? Or wrong?' The child pauses, answers and then changes them over. Children are extremely confident when

communicating with the adults and each other. They are learning new words and developing their thinking skills.

- The childminder carefully plans the learning environment and it is filled with high-quality resources to support children's physical health and well-being. Children scoop and dig in the sand, climb the steps and slide down a slide, ride tricycles and scooters and jump in the soft play area. There is lots of space for the children to play and to explore. The layout of the outside area, including the cabin, creates a calm, relaxing atmosphere and children's behaviour is impeccable.
- The childminder shares information daily with parents and they work together to help children meet their next steps in learning. Parents acknowledge how supportive the childminder is, saying that she goes 'over and above'. They often turn to her for support and advice. For example, children practise their writing at the setting and home, and parents are given advice about supporting their child to develop their pencil grip. This exceptional partnership working with parents helps the childminder to create personalized, targeted learning for each child.
- The childminder provides many opportunities for children to improve their reading and writing skills. Books are scattered around the indoor and outdoor spaces. Children pick up books and take them to the childminder, who snuggles up to read with them. They listen with sustained concentration and demonstrate a real love for books. The childminder provides lots of equipment for writing and the children enjoy having a go. They practise their writing skills independently throughout the day. They draw pictures on the whiteboard outside and use chalks for mark making on the big chalkboard. Children are becoming competent readers and writers.
- The childminder supports her assistant extremely well through supervision and training. Consequently, the assistant is now a confident early years practitioner. The childminder has robust systems in place for the continuous improvement of the setting. She uses research and her vast experience to strive for excellence in the environment and the quality of teaching. She invests in high-quality resources which are appealing to children. This sparks their imagination, curiosity and willingness to learn.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a good understanding of their responsibilities to protect children from harm. They recognise the signs that may indicate that a child is at risk of harm and understand the procedures to be followed in the event of any concerns. Children play in a safe and secure environment, both indoors and outdoors. The childminder completes regular risk assessments to ensure that this is maintained. Risk assessments are completed for all outings. Both the childminder and assistant hold up-to-date first-aid qualifications.

## Setting details

<b>Unique reference number</b>	EY553610
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10174973
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	7
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Wolverhampton. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and employs an assistant. She provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Denise Daley

## Inspection activities

- This was the first routine inspection the setting received since COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in the evaluation of the setting.
- The inspector completed a walk around all the children's care and learning areas to understand the curriculum intent and delivery.
- The inspector talked to a parent and looked at written feedback from several parents to get their views.
- The inspector held discussions with the childminder and her assistant and spoke to children at appropriate times throughout the inspection.
- The inspector looked at documentation to determine the suitability and safety of persons working with the children and living in the household.
- The inspector observed a range of activities and evaluated one of these with the childminder.

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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