

Childminder report

Inspection date:

29 June 2022

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

There are breaches to the requirements that impact on children's learning and development. For example, the childminder's curriculum is not challenging enough to build on what children already know and can do. This does not support children to make good enough progress in their learning from their starting points. Despite this, the childminder has a calm and nurturing approach, which supports children to settle well. This contributes to the bonds that children form with her from the moment they start. The childminder also uses lots of praise and excitement to support children to have the confidence as they learn how to walk. Children are happy and settled at the childminders.

The childminder does not provide enough opportunities for children to learn about similarities and differences. Although she celebrates different occasions throughout the year, she does not use this as an opportunity to teach children about others. This does not ensure that children are fully prepared for life in modern Britain. That being said, the children happily play alongside the childminder. They seek her out, playing hide and seek with smiles and laughter. Children generally behave well as they follow the instructions from the childminder.

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

- Although the childminder has positive interactions with all the children in her care and has developed strong bonds with them, her knowledge of child development is not good. For example, the childminder is not able to identify where there are emerging concerns in a child's development. This does not ensure that all children receive the support or help they require in their learning. Consequently, children do not make good enough progress in their learning from their starting points.
- The childminder lacks understanding of her curriculum and what she intends children to learn. She does not ensure that her curriculum consistently challenges and extends children's learning to the highest level. This impacts on the overall quality of the provision. That being said, she does plan a wide range of activities for children to engage in that covers all areas of learning.
- The childminder copies sounds that children make as they play. She also surrounds children with language as she interacts with them. For example, she regularly comments on what they are doing as they engage in activities. However, the childminder does not effectively use books, stories, songs and rhymes to build on children's vocabulary and their overall language development.
- The childminder places focus on children's personal, social and emotional development. She interprets babies' cries well. For example, she immediately recognises when children display signs of hunger or tiredness and takes action

to meet their needs. The childminder is attentive to babies as they play. For instance, she notices and responds to them when they are in need of help, such as when they try to pull themselves up on the play equipment.

- The childminder plans a range of arts and crafts activities to celebrate different religions and festivals throughout the year. However, she does not ensure that she uses this time to teach children about themselves and others. As a result, children are not provided with enough opportunities to learn about the similarities and differences in the wider community.
- Parents speak highly about the childminder. They comment that their child enjoys attending. The childminder collects key information from parents, such as children's dietary requirements, and for younger babies their individual care routines. She uses this to ensure that she can fully cater to children's individual needs. However, the childminder does not keep parents up to date with their child's current next steps. This does not ensure that parents are fully prepared to be able to extend their child's learning at home.
- The childminder gains children's starting points from parents. She also completes observations on children to find out what they already know and can do. She uses this to identify any gaps in children's learning. The childminder understands she can receive support and advice from health visitors if there are concerns about a child's development. She recognises that this will ensure that children receive the right help at the right time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the actions she should take to keep children safe from harm. She recognises that she can receive support and advice from other professionals, such as safeguarding teams, the police and designated safeguarding officers. The childminder demonstrates a good understanding of different types of abuse, such as domestic violence, female genital mutilation and the 'Prevent' duty. The provision is clean. It is safe and secure for children to access. The childminder takes steps to check the suitability of adults. This includes completing disclosure and barring service checks.

What does the setting need to do to improve?

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

	Due date
undertake appropriate professional development to improve knowledge and skills and to help raise the overall quality of the provision	24/08/2022

improve, plan and deliver a high-quality curriculum that challenges children and builds effectively on what they already know and can do.	24/08/2022
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To further improve the quality of the early years provision, the provider should:

- provide a rich range of experiences that help children to learn about and respect others in the wider community
- make better use of stories, books, songs and rhymes to effectively build on children's language skills
- provide parents with more information to enable them to continue supporting their child's learning at home.

Setting details

Unique reference number	EY103273
Local authority	Wolverhampton
Inspection number	10231717
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	0 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 September 2016

Information about this early years setting

The childminder registered in 2002 and lives in the Wednesfield area of Wolverhampton. Her provision operates all year round, from 6am until 10pm, seven days a week, except for Christmas Eve, Christmas Day, New Year's Eve, New Year's Day and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke and read feedback from several parents during the inspection and took account of their views.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.

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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