

Childminder report

Inspection date:

30 September 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

Children settle in this caring environment and have close relationships with the childminder. They increase their confidence, feel safe and are eager to try new activities and experiences. However, the activities provided are not always matched appropriately to each child's level of development, and as a result they struggle with some of the concepts being taught. Children use a varied range of media and materials. For example, children are supported well as they use the paint to make leaf prints and the childminder talks to them about their creations. However, children with speech and language delay are not supported well enough to communicate during interactions.

Children benefit from meaningful first-hand experiences, such as visiting farms and handling various animals, such as birds and reptiles to spark their curiosity. For example, children use pretend animals and are encouraged to match them to the animals in the book. They enjoy the sensory experience of playing with them in sand and water. Children learn to count and recognise colours; however, they have few opportunities to learn about weight and measurement. Children move safely and freely, but the organisation and layout of the space can limit the opportunities children have to extend their play and ideas.

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

- The quality of teaching is variable. The childminder lacks an understanding of how to provide activities and interventions to help support children with speech and language delay. For example, she does not regularly use books, singing and music to help motivate them to communicate. In addition, she does not plan and provide a purposeful range of interesting activities across the curriculum. This applies in particular to activities, which promote learning of mathematics.
- The use of assessment requires improvement. The quality of the information collated from parents about their children's' development is inconsistent. In addition, the childminder observes children regularly and shares these observations with parents. However, she does not use the information she gathers well enough to help her identify and plan for children's next steps in learning. Consequently, children do not make consistently good progress in all areas.
- The childminder does not effectively evaluate her practice and identify areas for further development. For example, she has not identified that she does not make best use of the available space. The organisation of the furniture and resources means children do not always have the space they need to develop their play.
- The programme for understanding of the world is strong. Children have a varied range of opportunities to learn about living things and the natural world. For

example, children learn how to be kind and care for the pet rabbit, cat and dog and learn about the changing seasons. The childminder plans regular visits to the local farm and places of interest to teach children about living things.

- The childminder provides a varied range of opportunities for children to be creative and imaginative. For example, children use a variety of materials and make items, such as bird boxes and money boxes and use a variety of arts and crafts to make their creations.
- The childminder helps children learn about the codes of behaviour in place, and they begin to manage their feelings and behaviour. She teaches children sensitively about their differences and about the needs of others within the group. For example, she openly talks to them about any differences and how to respect each other.
- Children have plenty of opportunities to be outdoors in the fresh air and be physically active. They use a challenging range of play equipment in the garden and often visit the local park. The childminder teaches children about the benefits of eating a healthy diet and the importance of cleaning their teeth to help promote their good health.
- Feedback from parents is positive. They report they are very happy with the service provided. They state their children are settled and enjoy attending and they report they are kept up-to-date about their children's care and achievements.

Safeguarding

The arrangements for safeguarding are effective.

Arrangements for safeguarding are effective. There are effective procedures in place to ensure household members are suitable. The childminder has a clear understanding of child protection, safeguarding issues and the procedure to follow if she has a concern. The childminder carries out daily checks to ensure the premises are safe. The childminder helps children understand the rules in place for their safety and teaches them how to keep safe in the home and on outings. She teaches children about online safety and about the risks of social media.

What does the setting need to do to improve?

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

	Due date
improve knowledge of how to support children with speech and language delay and ensure there are effective systems in place to help close gaps in their learning	25/10/2022

improve the quality of the information collated about children's progress and use it more precisely to help identify precise next steps to help them make consistently good levels of progress across the curriculum	25/10/2022
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To further improve the quality of the early years provision, the provider should:

- monitor robustly the educational programmes to help identify areas for improvement, such as providing a rich range and of activities that appeal to all children to help extend their mathematical development further
- make better use of the available area to help provide children with the space they need to further develop their play and ideas.

Setting details

Unique reference number	EY365096
Local authority	Wolverhampton
Inspection number	10235162
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	2 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered in 2008 and lives in Bilston. She operates all year round, from 5:30 until 8:30pm, Monday to Friday, except for bank holidays and family holidays. The childminder operates at weekends when requested. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first 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 the evaluation of the setting.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector took account of the views of parents.

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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