

Childminder report

Inspection date: 11 April 2023

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 now benefit from good quality care and education because of the effective leadership the childminder has shown to improve her setting. Children have a warm bond with the childminder and her assistant. Children greet the childminder warmly, and say 'auntie' as they embrace her. They use the childminder as a secure base to explore from while they develop their personal, social and emotional skills.

Children's behaviour is very good. The childminder understands how to manage any minor conflicts between them. She teaches children the importance of good behaviour. Young children are learning how to engage in learning. The childminder and her assistant support children to 'have another go' before they move on to another activity to build on children's engagement further. Children benefit from skilful interactions with the childminder and her assistant. They learn how to say words correctly from a young age, helping them to develop good speaking skills.

The childminder gets to know children's care needs well from the outset and regularly reviews these with parents. The childminder uses this information to provide individualised care for children that meets their needs.

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

- The childminder, through her own self-evaluation and reviewing her provision with her assistant, has successfully addressed weaknesses from the last inspection. The childminder has undertaken professional development to help to improve her practice, especially the quality of education. However, she does not have any plans for ongoing professional development, including training, to help to maintain and build on her current good quality practice.
- The childminder teaches children about the importance of rules to help them to understand them. Her planned activities help children to develop respect and tolerance for others, including through the celebrations of their own and others' customs and religions. Children can make their own choices, for instance, choosing their own resources to play with from the well-labelled environment. This helps to promote children's individual choices. However, the childminder's curriculum to help children to understand about the concept of democracy is less strong. Opportunities to learn about democracy do happen through activities, such as teaching children that the majority wins, but there is scope to enhance this aspect of the curriculum further to help to prepare children for life in modern Britain to the highest level.
- The childminder works well with parents to promote children's healthy lifestyles, both through the curriculum and daily routines. The childminder gives children clear messages about limiting screen time. She also encourages children to wash

their hands before mealtimes to remove germs.

- The childminder has developed her provision to use books, songs and rhymes through her daily activities. This helps children to acquire new vocabulary quickly and also to support their physical skills. The childminder has identified that these two areas of children's development have both been adversely affected by the COVID-19 pandemic.
- The childminder now has a curriculum that promotes children's development across all seven areas of learning and supports them to make good progress from their starting points. The childminder assesses and monitors children's progress from their starting points and identifies next steps, which she uses to plan appropriately challenging activities.
- The childminder works closely with parents from the outset to promote continuity in children's learning at home and in the setting, such as promoting children's independence skills when eating. Parent feedback about the provision is very positive.
- The childminder has a curriculum that helps to teach children about how to keep safe online. She and her assistant teach children about risks online, such as strangers grooming children and for children to report their worries to a trusted adult. This contributes to effective safeguarding arrangements.
- The childminder and her assistant work well together to supervise each other's practice and identify areas for development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a suitable knowledge of safeguarding procedures and can identify concerns about a child's welfare. They understand the procedure to report abuse to local children's services or the police if children are in immediate danger. The childminder knows how to obtain help for families, such as through early help services. She has procedures in place for managing allegations against anyone living or working in the household. She understands how to identify and report exploitation or radicalisation of children. The childminder's home is safe. She carries out appropriate risk assessments, including not allowing children to access play equipment that is not suitable for their age.

What does the setting need to do to improve?

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

- undertake ongoing professional development, including training, to help to maintain and build on the already good practice
- refine the curriculum plans further to build on children's knowledge of the concepts of democracy to help to prepare children for life in modern Britain at the highest level.

Setting details

Unique reference number	EY103273
Local authority	Wolverhampton
Inspection number	10249369
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	1 to 8
Total number of places	12
Number of children on roll	5
Date of previous inspection	29 June 2022

Information about this early years setting

The childminder registered in 2002 and lives in Wolverhampton. She operates mostly during weekdays, but occasionally at weekends. The childminder offers flexible care throughout the day. She holds a level 3 qualification and occasionally works with an assistant.

Information about this inspection

Inspector

Scott Thomas-White

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and her assistant spoke with the inspector about how they organise the early years provision, including the aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection. The inspector held discussions with the childminding assistant throughout the inspection. Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning. He evaluated an activity with the childminder.
- The inspector looked at relevant documentation and discussed with the childminder her evaluation and actions taken since the last inspection.

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

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E: enquiries@ofsted.gov.uk
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