

Childminder report

Inspection date: 5 May 2023

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children have strong relationships and a heartwarming rapport with the childminder. They enjoy the interactive play with the childminder, who skilfully enhances their experiences. Children who started a few months ago are confident in the environment. They feel secure getting resources by themselves to add to their own play, such as bowls, plates and cutlery, to extend the emptying, filling and scooping of rice and pasta.

The childminder is ambitious to provide children with a range of different experiences that they may not have had at home. This includes taking children to the zoo, forest school sessions and to explore local stately homes.

The childminder understands children's interests well and plans activities that foster them. This promotes children's outstanding levels of engagement and concentration in activities. The childminder is a good role model. When children encounter difficulties in rolling dough, she models how to do this. This enables children to have another go and succeed.

Parents say that their children like coming to the childminder and that they miss the childminder when they are at home.

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

- The childminder has plans for children's learning, and these help children to make at least good progress in all areas. However, some minor aspects of the curriculum are not planned as well. This includes areas of children's physical development and understanding of the world. Therefore, children do not yet make outstanding progress in all areas.
- The childminder's home is warm and welcoming. It is a vibrant environment that facilitates children's learning. For example, the childminder deploys resources to promote children's learning about the celebration of the King's and Queen's coronation. Children wear pretend crowns and participate in role-play traditions, such as tea parties. They develop essential knowledge, such as the name of the king, which they know is Charles.
- The childminder shows ambition for supporting children with special educational needs and/or disabilities. She works with parents to support children through agreed interventions and promote learning at home. This includes encouraging parents to read regularly at home with their children, facilitated through a lending library. This helps to close gaps in children's development over time, including those developed as a result of the COVID restrictions.
- The childminder supports children to settle through settling-in sessions to help them to develop a sense of belonging in her home and a relationship with her

before starting. When children leave the childminder's care to start at nursery, she shares information with the nursery staff to help to promote continuity in the children's future care and learning.

- The childminder teaches children good hygiene routines, such as wiping their own noses, catching their cough and washing their hands before mealtimes. As part of the childminder's promotion of children's oral hygiene, she encourages parents to register their child with a dentist. The childminder delivers activities, such as learning how to brush teeth, to help children to develop the skills to care for their own teeth.
- The childminder promotes British values to help prepare children for life in modern Britain. The childminder teaches children to respect others in society, such as the royal family. The concept of the rule of law is promoted with children through the childminder's house rules, such as 'being kind'. This helps to promote children's positive behaviour as well as their understanding of the importance of rules and following them. The childminder introduces simple concepts of democracy through children voting for things. This helps children to understand that the majority wins.
- The childminder screens children's access to digital content, limits their screen time and discusses with children what media they are accessing. This helps to keep them safe online and promote healthy lifestyles when using technology.
- The childminder delivers the curriculum sequentially. She promotes children's recall of previous learning from a focus book. The childminder's skilled questioning encourages children to recall the storyline, including their favourite characters of an owl and a fox.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training in child protection and the 'Prevent' duty to help to maintain her knowledge and skills. She is able to identify potential abuse and neglect of children, as well as contextual safeguarding issues such as child exploitation. The childminder knows the local procedures to respond to concerns about a child's welfare. She understands the procedures to follow to report concerns about radicalisation and extremism. The childminder has procedures in place to manage safeguarding, including allegations against anyone living in the household. She teaches children how to assess risks and understand how to keep themselves safe.

What does the setting need to do to improve?

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

- strengthen the curriculum to plan even more precisely for all aspects of children's physical development and their understanding of the world to

accurately identify the knowledge and skills children will gain over time in these areas and to accelerate their learning further.

Setting details

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| Unique reference number | EY367959 |
| Local authority | Wolverhampton |
| Inspection number | 10285927 |
| 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 11 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Date of previous inspection | 24 October 2017 |

Information about this early years setting

The childminder registered in 2007 and lives in Wolverhampton. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

Information about this inspection

Inspector

Scott Thomas-White

Inspection activities

- This was the first routine 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 their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection. Parents shared their views of the setting with the inspector through written feedback.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning. He evaluated an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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