

Childminder report

Inspection date: 19 May 2023

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's best interests are at the heart of the childminder's practice. Children are happy and confident in this nurturing environment. They feel safe and enjoy playful and close relationships with the childminder. They learn to be kind to each other and are encouraged to think about how their behaviour may affect others. Children are given the time to explore and deepen their knowledge through the activities provided. For example, children develop their independence as they mix water with the cornflour to make a paste. They delight in mixing colours into the paste and consider how the colour changes and gets darker. Children enjoy the back-and-forth interactions with the childminder and describe what they have painted on the ground outdoors. Children show high levels of engagement during activities.

Books are incorporated into the curriculum and daily routine and used well to engage children. For example, children bring in their own books from home, related to the current topic, which they enjoy listening to as they eat their snack. Children are often intrigued by the activities. For example, they use the various musical instruments and consider concepts, such as high and low sounds, and think about if the music is fast and slow.

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

- The well-qualified childminder has a strong understanding of how to provide play, both indoors and outdoors, to support children's development and well-being. She uses aspects of the Montessori and forest school approaches to foster children's self-help skills and to encourage them to interact with the natural world. The childminder observes children to find out what they enjoy most, and their interests are woven into the curriculum provided.
- Promoting children's understanding of the natural world is a high priority. The childminder provides excellent first-hand experiences to support children's learning about the changing seasons and living things. For example, children learn about the life cycle of plants and animals as they use the allotment and collect eggs from the chickens. Children regularly walk through the local woods and are encouraged to explore, discover and investigate as they collect natural materials.
- The childminder skilfully provides playful opportunities for children to learn about mathematics through the activities they enjoy most. For example, children are encouraged to look for shapes, numbers and patterns in their environment. Everyday activities, such as helping to make chapattis and bread for the lunch, are used well to help children learn to count and consider quantity and weight.
- Children make good progress across all areas of learning. The childminder makes observations of what children can do, and their assessments information is used to help her plan motivating learning experiences to help children

progress. However, the childminder does not always make the very best use of children's next steps during activities to help them make rapid progress.

- The childminder clearly understands that communication and language are the foundation for learning. She uses gestures, sign language and introduces a rich range of vocabulary during her interactions. Children enjoy conversations and are eager to answer questions. However, children do not always show a keen interest in songs and rhymes. The childminder recognises she does not confidently sing in a way that engages children to help further develop their fondness for songs and rhymes.
- The childminder builds strong relationships with parents from the start and collates useful information about children's care, development and family traditions. This information is used to help her value the uniqueness of each child and meet their care and educational needs. Children listen to music and taste foods from a variety of cultures and learn about disability. Feedback from parents is positive. They are impressed by the range of activities on offer and, in particular, the quality of the outdoors experiences.
- Children benefit from freshly prepared meals which are healthy and nutritious. They learn about the benefits of fresh produce as they care for various vegetables and fruits. For example, children pick tomatoes and berries for their snack and know fruits are healthy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding about the types and signs of abuse and the procedure to follow if she has a concern. All members of the household are vetted and suitable. The home and garden are safe and suitable. Risk assessments are conducted to keep children safe around the chickens and avian influenza guidelines are followed. Children are supervised well during high-risk activities, such as using knives to cut fruit and vegetables. There are effective systems in place to keep children safe on outings. For example, children learn to use car parks safely and how to cross the road.

What does the setting need to do to improve?

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

- make the very best use of children's next steps information during activities, to help challenge their learning even further and help them excel in their progress
- increase confidence in engaging children in singing to help further develop their fondness for songs and rhymes.

Setting details

Unique reference number	EY491255
Local authority	Wolverhampton
Inspection number	10285638
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	12 October 2017

Information about this early years setting

The childminder registered in 2015 and lives in Wolverhampton. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds qualified teacher status.

Information about this inspection

Inspector

Parm Sansoyer

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 inspector and the childminder completed a learning walk together 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 into account 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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