

# Childminder report

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Inspection date: 2 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and content in the care of the childminder. They feel safe and secure. The childminder is extremely nurturing and attentive to children's individual needs. She ensures that there is a relaxed and calm atmosphere. This helps young babies to settle well. They seek reassurance from the childminder and cuddles are given in abundance.

Young babies who are new to the setting are given their comforters as the childminder holds and talks to them while giving them a bottle of milk. They are supported to practise their large muscle skills as they use furniture to pull themselves up and stand. As babies babble, the childminder responds encouraging them to make sounds, as this will promote early speech and language skills. Older children enjoy role play. They pretend to make food in the toy kitchen and deliver this after taking food orders. They are confident communicators.

The childminder builds on children's skills using the knowledge she has of their interests. Teabags and coffee in warm water are provided for children to make their own treasure maps. They stain the paper using teabags. Children talk about treasure on islands they could find. Young babies are given the opportunity to explore the different textures and take part in the activity. The childminder lets them hold and feel the teabags and then drop this on their paper. This helps young babies to strengthen the muscles in their hands and fingers. The childminder praises children for their efforts. This helps to build children's confidence and self-esteem.

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

- The childminder can support children who may have special educational needs and/or disabilities (SEND). In addition to childminding, she also works in a school for children with SEND. She is knowledgeable about care plans and how to meet children's individual needs.
- Children go on lots of outings which helps them to learn about communities beyond their own. It also supports children with their socialisation skills. The childminder teaches children about the world around them. They are taught how to be respectful and kind to animals. Children say they enjoy going to the park as they can climb on large swings and slides. This helps them to continue to practise and build on their physical development.
- The childminder follows good hygiene practices. She washes her hands after nappy changes and uses antibacterial wipes to clean down surfaces. Children can independently go to the toilet and know they must wash their hands afterwards. Children learn about the importance of good oral hygiene. They talk about how they are not allowed to eat too much chocolate as it is bad for their

teeth and not healthy.

- Children enjoy coming to the childminder's. They say she is kind and caring and that she keeps them safe, especially when they are near a road or in the park. Children especially like participating in messy play and arts and crafts. They also say they enjoy the toys they can play with.
- The childminder gathers detailed information from parents about children's development along with their likes and dislikes. She uses this information to plan activities based on children's interests for their next steps in learning. The childminder delivers a broad curriculum which is designed to give children the skills required for their next stage of learning and eventual move on to school. Children are making good progress in their learning.
- The childminder recognises the importance for children to have good communication and language skills. She is aware of the referral process to follow should children require any external support. The childminder talks regularly to the children about what it is she wants them to do. However, on occasion, there is scope to challenge older children by asking questions to help extend their language even further.
- Partnerships with parents is good. The childminder provides daily feedback about the child's day. She also produces a learning journal for parents with pictures of activities children have enjoyed. The childminder is reflective about her practice and sends questionnaires out to parents to receive feedback about her service. However, the childminder has not yet considered how she can provide further support to parents with their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with safeguarding training. She is aware of the signs and symptoms which may indicate a child is at risk of harm. The childminder knows the procedures to follow if she has concerns about children in her care, or if any allegations are made against her or a household member. Children say that the childminder keeps them safe. They say they must wear 'high-vis life jackets' at the park. The childminder confirms that children wear high-visibility jackets as part of her risk assessment to keep children safe and so she can always see them. The childminder also ensures that her pets do not pose a risk.

## What does the setting need to do to improve?

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

- consider ways to support parents with their children's learning at home to help children make outstanding progress
- reflect on teaching practice to identify ways to challenge the communication and language of those children who are more able.

## Setting details

<b>Unique reference number</b>	EY365096
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10259957
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	30 September 2022

## Information about this early years setting

The childminder registered in 2008 and lives in Bilston. She operates all year round, from 7am 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

Johanna Holt

### 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of written feedback provided by 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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