

Childminder report

Inspection date: 9 August 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 form strong bonds with the childminder and are happy and content in her care. They receive a warm welcome and settle quickly to play with their friends in the dedicated play area. This supports children's emotional well-being. The childminder supports children to develop their independence skills throughout the day. For example, children choose from the wide range of resources available to them; they attempt to put on their shoes before they go outdoors, and they wash their hands before lunch.

The childminder uses the children's interests and what she knows about them to develop the curriculum. She places a strong focus on developing children's physical skills. Children enjoy kicking the football around the garden. The childminder uses this interest to introduce new learning, and she supports the children to try to catch the ball. This further extends their skills.

The childminder has high expectations of the children's behaviour, and children behave well. They understand the routine of the day and follow simple instructions. For example, children know to take off their shoes after playing outdoors. They are starting to share with their friends, and the childminder praises their turn-taking skills. This builds on children's ability to start to manage their own emotions and understand the needs of others.

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

- The childminder is a good role model for children's speech and language development. She narrates children's play and encourages them to repeat words back to her. She breaks larger words, such as butterfly, into small syllables, which supports children's emerging language skills. She understands how to support children with speech delay and works closely with parents and outside agencies to support their progress. Children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- The childminder develops the curriculum to support children to use a range of skills as they play. For example, indoors, they build their small-muscle skills as they colour and turn pages in a book. They develop their imaginations to make dinners and drinks for the childminder. Outdoors, they use their large-muscle skills as they climb the slide, kick balls, and run around the garden.
- Children enjoy stories, singing and books. The childminder creates great excitement while reading stories. Children repeat words and copy actions modelled by the childminder. She extends story time activities with the use of props. However, on occasion, these planned activities become too complex and are beyond the children's stage of development. This means that, at times,

some children become distracted and lose engagement.

- The childminder understands the need to reflect on her practice, and she continually strives to make improvements. She identifies any need for professional development. For example, she has recently undertaken courses in sign language and storytelling, which she is now embedding into her daily practice to improve outcomes for children.
- The childminder ensures that all children have many opportunities outside of the childminder's home. For example, she takes children to the library, soft play, and the local art museums for interactive days. This ensures that children develop a range of skills in differing environments and learn about the community around them.
- The childminder attends a local childminding network group. This enables the childminder to gain further support and training. The children also join in with stay-and-play sessions, which ensures that they develop important social skills outside of their familiar group.
- Parents express how pleased they are with the care and education the childminder provides. They tell the inspector that they feel their children have thrived in her care. They receive regular updates on their child's day and development. The childminder gives parents details of activities and local events, ensuring that parents are involved, to extend their child's learning at home.
- Children's health and well-being are well promoted. They bring a packed lunch from home, and the childminder talks to parents about healthy eating and suitable lunches. Children have access to water throughout the day. The childminder talks to them about why they need to wash their hands, especially when they have been playing outdoors. This supports and teaches children about healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms of abuse, including the procedures for reporting any concerns. She understands the procedures she would need to take should there be an allegation against an adult in the household. The childminder has current paediatric first-aid and safeguarding training, which ensures that her knowledge is up to date. The environment and resources are clean and well maintained. The childminder carries out risk assessments on her home, the outdoor environment and resources to ensure the children are kept safe.

What does the setting need to do to improve?

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

- improve the implementation of adult-led activities to ensure that all children, especially younger ones, are supported to remain highly engaged in their

learning.

Setting details

Unique reference number	EY493944
Local authority	Wolverhampton
Inspection number	10289441
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	0 to 6
Total number of places	3
Number of children on roll	6
Date of previous inspection	24 November 2017

Information about this early years setting

The childminder registered in 2015 and lives in Wolverhampton. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Sue Smith

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 of the curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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