

# Childminder report

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Inspection date: 29 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder and her assistant develop good relationships with children and are caring and affectionate towards them. Children go to them for comfort when they become upset, and they are happy for them to join in their play.

Children learn about the natural environment as they take part in growing their own food. The childminder's assistant supports children to plant seeds and teaches them how to care for them to help them to grow. Children take their plants home and use the produce in cooking when it is ready to harvest. This helps children to understand where food comes from and extends their learning at home.

The childminder supports children to manage their own emotions. When children become frustrated, she provides a space for them to calm down and settle before returning to their play. The childminder teaches children to use manners and encourages them to take turns and share. Children are keen to join in with the interesting activities that the childminder has planned. They extend their concentration as they become immersed in their play.

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

- The childminder's curriculum has a strong focus on what children need to learn to prepare them for eventually moving on to school. The childminder offers children opportunities to develop their independence and confidence. She supports them to form relationships with others and express their needs. As a result, children are able to manage unfamiliar situations.
- Children develop a love of books. The childminder shares stories with children and supports their understanding of written text and the sequencing of stories. Children predict what will happen next in the story and extend their vocabulary as they name items in books.
- Children learn about the world around them and the local community. The childminder provides opportunities for children to go for walks in the local park and visit the library.
- The childminder knows children well. She has a good understanding of children's stages of development and what they need to learn next. She plans activities based on children's interests and incorporates their learning targets into their play. For example, when children choose to play with toy dinosaurs, the childminder provides different-coloured pots for them to sort the dinosaurs into. This helps to support early mathematical concepts.
- The childminder makes links with other settings, such as the local school. She develops good relationships with teaching staff and finds out what will help children to be prepared for their move to school. She then implements this knowledge into what she plans for children, to ensure that they are well

prepared when they transition to their next stage of learning.

- The childminder improves her own knowledge and skills regularly. She engages with early years training platforms and keeps up to date with any changes she needs to know about. She makes links with other childminders and actively seeks out new information, which helps to continually improve her practice.
- The childminder and her assistant work well together. They communicate effectively to ensure that the routines of the day are well organised, and the childminder provides some guidance to her assistant. However, she often takes over and leads activities rather than supporting her assistant to develop his own practice further. As a result, the childminder's assistant does not have a good enough understanding of how to enhance children's learning fully so that they make the best possible progress.
- Parents comment on the good communication they receive from the childminder. They are kept up to date with any changes and receive daily communication about their child's day. They say that their children are happy to attend and have flourished with the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- provide support for assistants to help them better understand how to enhance children's learning.

## Setting details

<b>Unique reference number</b>	259939
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10312367
<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>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	27 April 2018

## Information about this early years setting

The childminder registered in 2001 and lives in Wolverhampton. She works with her husband, who is her assistant. The childminder operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. Her assistant holds a qualification at level 2.

## Information about this inspection

**Inspector**  
Christine Ward

## 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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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