

Childminder report

Inspection date: 19 March 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and content in the care of this nurturing childminder. They feel safe and secure. The childminder is extremely attentive to their needs. Children can make free choices about their play and the independently access resources. The childminder provides activities which ignite a curiosity in children. They explore different materials when completing a collage. The childminder provides grass picked from the garden, yellow flower petals, mustard seeds, and desiccated coconut. The children inquisitively ask, 'what is that?' She encourages them to feel the items and smell them. Children use their fine muscle skills as they use their fingers to try and pick up individual mustard seeds. They enjoy mixing them into the glue. The childminder supports children in their mathematical knowledge and understanding, as she talks about the colours of the petals, and they count them together.

Children behave well. The childminder praises them for trying hard and acknowledges their feelings when they get frustrated. This helps to build their self-esteem. The childminder forges good relationships with other settings children may attend. She gathers information about their curriculum and topics they are working on and incorporates this into her practice. This helps to extend and enhance children's experiences by embedding their knowledge securely.

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

- The childminder's curriculum is designed to build on what children know and can do. It equips children with skills ready for their next stage of learning. It uses children's interests and consequently children spend long periods of time at activities. Children show a positive attitude to learning.
- Partnerships with parents are excellent. Parents comment that the childminder goes above and beyond in the care their children receive. They say the childminder has been instrumental in the progress their children make with their learning. Information is shared with them verbally. Termly reports and next steps for children's learning are shared with parents to help to support them in their child's learning at home. Parents say that they highly recommend the childminder and know their children are safe.
- The childminder knows the children well. She gathers information from parents about their child's likes, dislikes, what they know and can do, when they first join her setting. The childminder uses observations and assessments to track children's progress and knows how to identify any emerging development delays. She puts support into place if gaps in knowledge are identified, for example, extra help with communication and language. However, this would be further strengthened by considering if children need any additional support, which may require specialist help, so children can make more rapid progress.

- The childminder evaluates her work well. She receives regular updates from her early year's advisor and attends mandatory training, such as safeguarding and paediatric first aid. This means that children are effectively safeguarded. However, the childminder's professional development is not yet fully established to help her extend her practice to an even higher level.
- Children learn about the world around them. This helps to give them an understanding of communities and places beyond their own. The childminder takes the children on lots of trips outdoors to different places, such as the local farm, parks, woodlands, and soft play. The childminder ensures that all children can access these sessions. Invites are extended to children who may not attend on the days they go.
- The childminder places a strong focus on communication and language. She ensures that children are exposed to a wide range of vocabulary by introducing new words and concepts, as she skilfully plays alongside them. When watching glue run off a spatula she says 'trickle, its trickling'. Words like 'sprinkle' were used to add mustard seeds to the activity. Children tried to copy these words and were praised for their efforts.
- Children's all-round good health is promoted well. They have healthy snacks, such as oranges and wholemeal toast. They have daily fresh air going out on trips or playing in the large secure outdoor space. The childminder follows good hygiene routines. She wipes down tables after activities and before food and regularly washes her hands. Children are learning the importance of this as well. They enjoy helping and clean their own hands.
- The childminder promotes a love of literacy. Children enjoy climbing up onto the childminder's knee to listen to stories. They find the different animals in the pictures and talk about the noises they make.

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:

- use assessments more precisely to obtain support at the earliest opportunity to help children make rapid progress
- explore different professional development opportunities to raise the quality of education to an outstanding level so children make exceptional progress in learning.

Setting details

Unique reference number	EY369742
Local authority	Wolverhampton
Inspection number	10317456
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered in 2008 and lives in Wolverhampton. She operates from 6.30am to 6pm, Monday to Friday, except for family holidays. The childminder holds an early years qualification at degree level. Funding for early education is available for two-, three-, and four-year-olds.

Information about this inspection

Inspector

Johanna Holt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- 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 reviewed written feedback several parents had provided during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024