

# Childminder Report

**Inspection date**

8 October 2015

Previous inspection date

25 August 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder has a good understanding of the Early Years Foundation Stage, enabling her to meet children's individual needs well. Children make good progress in their development and their welfare is effectively promoted.
- The childminder provides good quality teaching and monitors activities regularly. She has high expectations of children and takes a long-term approach to their learning. This ensures that she lays a strong foundation for children's futures.
- Children are highly valued and are emotionally secure in the child-friendly environment. The playroom is extremely welcoming with toys and equipment for all age groups, enabling children to choose resources freely for their play.
- Parents unreservedly praise the childminder. They comment on her excellent care of their children and the professional approach to her work.
- The childminder is keen to improve the quality of her provision and makes regular changes to ensure children receive good levels of support at all times.
- The childminder maintains her professional development through regular contact with other childminders. She shares information about practice issues and keeps up to date with changes. This enables her to promote children's learning and care effectively.

### It is not yet outstanding because:

- The childminder has not yet fully explored ways of gathering information from parents about their children's learning and development at home. This means that the childminder is not always able to use the contributions of parents to help children to make more rapid progress.
- The childminder does not exploit all opportunities to help children learn the importance of a healthy diet.

## What the setting needs to do to improve further

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

- develop further the communication with parents to gather more information from them about their children's ongoing learning and achievements at home and to work together more effectively to support children's understanding of the importance of a healthy diet.

### Inspection activities

- The inspector looked at the areas of the childminder's home that are used for the care of children.
- The inspector observed teaching and learning activities indoors.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at a sample of procedures and children's records.
- The inspector discussed the childminder's self-evaluation form and written feedback from parents.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder implements a wide range of procedures, ensuring children's welfare is competently promoted. She checks the environment daily and takes effective steps to minimise hazards. This enables babies and young children to move around safely while they explore resources in the playroom. The childminder regularly tracks children's achievements and shares the information with parents. They agree their children's next steps in learning, ensuring that children sustain their good progress. The childminder is developing new methods to communicate with parents to maximise children's learning and development.

### Quality of teaching, learning and assessment is good

Children make good progress in their development because the well-qualified childminder uses her skills effectively to meet their individual needs. She carries out frequent observations and plans well for their learning. The childminder knows when children are ready to take on new challenges, such as extending their skills in making marks. She skilfully includes babies in activities so that they learn to choose resources. The childminder successfully promotes children's sensory learning through stimulating activities. She invites them to touch, taste and look at a selection of fruit, which she names for the children. There is superb interaction between the childminder and children who listen attentively while she speaks. They maintain good concentration and enjoy story time. The experienced childminder helps children to develop positive attitudes towards learning.

### Personal development, behaviour and welfare are good

Children are very happy in the care of the childminder. She nurtures their sense of security extremely well and children respond with lots of smiles. Babies and young children demonstrate that they feel emotionally secure as they confidently move away from the childminder to explore the environment. Babies learn to take risks safely as they walk while holding on to furniture. Children's self-awareness is well developed. They are assertive and indicate their preference for play with toys of their choice. The childminder gives praise consistently and this motivates children to feed themselves. Children have many opportunities for physical play outside. The childminder supplements children's lunchboxes from home with snacks of fruit. This provides some opportunities for them to learn about foods that are good for them. Older children develop good self-help skills, enabling them to take responsibility for independently putting on their shoes and coats. Children learn about the wider community through planned activities and have access to a wide range of resources.

### Outcomes for children are good

Children, including those who are in receipt of funded early education, are well prepared for their future learning at nursery or school. They make good progress from their starting points. Children learn to count and develop skills in early literacy and communication.

## Setting details

<b>Unique reference number</b>	EY418648
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	851944
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25 August 2011
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Wolverhampton. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two- and three-year-old children.

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