

Childminder Report

Inspection date

19 April 2016

Previous inspection date

14 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 provides children with enjoyable, good quality learning experiences which reflect their interests and stages of development. All children make good progress.
- The childminder works in partnership with parents. They are kept well informed about their children's experiences in the setting. This contributes to a shared approach to children's learning and development.
- The childminder provides a welcoming, safe and homely environment. She establishes warm and secure relationships with children and engages in sensitive care practices. Children have a strong sense of security and belonging.
- Children behave well. The childminder is a positive role model who effectively enhances children's personal, social and emotional skills. Children learn to use good manners, share and take turns. They develop good levels of independence and the childminder regularly praises them for their achievements.
- Children's communication and language skills are supported well by the childminder. She talks to children, uses good questioning techniques and encourages them to think for themselves.

It is not yet outstanding because:

- Professional development is not highly focused enough on raising the quality of practice to a higher level.

What the setting needs to do to improve further

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

- establish systems for continued professional development that increase the potential to deliver the highest-quality provision and achieve consistently excellent standards of practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of her household members.
- The inspector spoke to a small selection of parents during the inspection, viewed parental questionnaires and took account of their views.
- The inspector toured the areas of premises where childcare is provided.

Inspector

Julie Preston

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a range of policies and procedures in place to support her practice and to keep children safe. She has attended safeguarding training and provides parents with information about the referral process she would follow if she had concerns about a child's welfare. The childminder monitors children's ongoing progress through regular observations, which she uses to help her to identify their learning needs. She liaises with other early years providers where the care of children is shared, helping to promote continuity in learning and care. The childminder uses self-evaluation to improve her practice. She gathers information from parents to help her identify improvements, in order to benefit the children in her care. Parents comment positively about the care and learning provided by the childminder.

Quality of teaching, learning and assessment is good

The childminder plans activities which children enjoy and are tailored to their individual needs. This helps them to make good progress in their learning. The childminder ensures children have many opportunities to explore the environment, both indoors and outside. There is a sharp focus on helping children to develop their confidence and self-help skills. Children are encouraged to develop their imagination. They enjoy using dolls to act out a variety of different scenarios within the doll's house. They play with a pretend first-aid kit as they bandage their 'poorly' legs and listen to their hearts through the toy stethoscope. Children develop good communication and language skills. The childminder encourages children to repeat new words and name familiar objects.

Personal development, behaviour and welfare are good

Children's personal, social and emotional development are given a high priority by the childminder and she has established strong bonds with them. They respond very well to the childminder's affection, praise and encouragement. This helps to promote their self-confidence and self-esteem. Children develop a good understanding of leading a healthy lifestyle. They experience a range of opportunities to engage in physical play. Children enjoy spending time in the garden, using a wide range of play equipment. They take regular trips to the park and soft-play centres, as well as walking around their local environment.

Outcomes for children are good

All children make good progress as they learn key skills in preparation for the next stage in their learning, including their eventual move on to school. Children are happy, motivated and have formed good relationships with the childminder and her family. They are curious and keen to play and learn. They mix with other children to develop their social skills when visiting different groups. Children learn about the wider world as they celebrate different cultures and festivals.

Setting details

Unique reference number	251962
Local authority	Wolverhampton
Inspection number	1044277
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	14 July 2014
Telephone number	

The childminder was registered in 1991 and lives in Wolverhampton. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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