

# Childminder Report

**Inspection date**

20 June 2016

Previous inspection date

24 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 has a secure knowledge and understanding of how she can help children to learn more. She is skilled in describing what is happening and modelling language as children play. She helps children to develop their understanding, speaking and listening skills well.
- Children are happy and display confidence and independence in the childminder's care. The childminder places a strong emphasis on building relationships with children and their families. This helps children to form secure attachments and promotes their emotional well-being.
- The childminder skilfully builds on opportunities to promote children's learning and development. She asks appropriate questions and helps children to keep on trying. This helps children to make sense of their actions. They learn to concentrate and are motivated to continue learning more.
- The childminder has developed good systems to identify children's achievements in their learning and development. She periodically summarises their progress to ensure that she has a good overview of their individual learning needs.

### It is not yet outstanding because:

- The childminder does not always use what she knows about children's next steps in their learning to plan activities as precisely as possible so they have the opportunity to make rapid progress in their learning.
- The childminder is not always successful in getting all parents and other providers to share ongoing information about children's learning and development. Therefore, she does not always have a fully complete picture of children's abilities on which to base her planning for their future progress.

## What the setting needs to do to improve further

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

- make better use of what is known about individual children's learning to target specific areas of development more precisely and increase the potential for them to make rapid progress
- devise more effective ways to engage parents and other childcare providers in sharing ongoing information about children's learning and development.

### Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector viewed all areas of the home used for childminding and observed activities, speaking to children at appropriate times while they played.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including evidence of self-evaluation, the written views of parents, policies and procedures.
- The inspector checked evidence of the childminder's qualifications and of the suitability of adults living on the premises.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has made good improvements since her last inspection. She provides a safe and nurturing environment for children. The childminder evaluates her practice and seeks the opinions of parents to help her make continual improvements. She adds to her skills and knowledge through attending training and by using guidance from local authority advisors. The arrangements for safeguarding are effective. The childminder is fully aware of her responsibilities with regard to child protection. She knows who to contact if she ever has concerns about a child. The childminder's policies and procedures underpin her practice and help her to manage her provision well.

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

The childminder demonstrates that she has a good overview of individual children's learning needs. She is familiar with using observation to identify the achievements children make in their learning and development. The childminder is skilled in modelling language and asking questions. As children fit shapes into a shape sorter while using good descriptive language, the childminder helps children to keep on trying. They begin to work out ways for doing things for themselves and make sense of their actions. The childminder skilfully extends children's understanding. As they play, they learn shape and number names and words about size and position. This motivates children to concentrate on their interests, as they learn through their play. Toddlers share their understanding of technology and how to operate simple equipment. They learn how to listen to and follow the childminder's instructions as they press buttons and repeat the new words they hear.

### Personal development, behaviour and welfare are good

The childminder shares her policies and procedures with parents during the settling-in period. This means that important information and permissions are gained from parents to promote individual children's health and safety. The childminder sets out resources and provides activities that she knows interest the children and that they will enjoy taking part in. This helps to motivate children to participate and learn. The childminder takes children to playgroup. Here, she encourages them to practise their physical skills, meet other children and learn to share and take turns. The childminder regularly walks to and from school and children play in her garden. This ensures they get fresh air and exercise while developing their physical skills. Children are beginning to take care of their personal needs and they recognise and respond positively to the daily routine. The childminder encourages children to tidy up before moving on to the next activity. She helps them understand why this is important for their safety. Children have a good awareness of the childminder's expectations for their behaviour and why they must follow the rules.

### Outcomes for children are good

Children are supported well to make good progress in their learning. The childminder consistently helps them to concentrate and develop their own ideas even further. Children are beginning to develop the skills and knowledge they will need in preparation for the next stage in their learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	251909
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	1043676
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 February 2014
<b>Telephone number</b>	

The childminder was registered in 1999 and lives in the Finchfield area of Wolverhampton. She operates her provision all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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