

# Childminder Report

**Inspection date**

15 September 2016

Previous inspection date

1 July 2015

<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

- Children develop close relationships with the childminder and her assistant. There are many warm exchanges. They speak tenderly to children and provide appropriate praise and encouragement, so that children feel good about themselves. This helps promote children's sense of belonging and develops their self-esteem.
- Children confidently explore the space available to them and make choices about what they play with. Toys are organised and displayed well. The childminder uses pictures to help children to make individual choices about what they play with. This helps children to engage in the play experiences provided to help them to learn as they play together.
- The childminder skilfully builds on children's interests to promote their learning and development. She asks questions, describes what is happening and models new language as she plays and talks with them. The childminder's good practice helps all children, including those who speak English as an additional language to develop their understanding, and speaking and listening skills.
- The childminder demonstrates a passionate and committed approach to improving her knowledge and teaching skills. Since her last inspection, there have been more opportunities for the childminder and her assistant to attend training and engage with local professional support networks. This helps to improve outcomes for children.

### It is not yet outstanding because:

- The childminder is not always successful in getting parents to share what they know about their children's learning and development needs. Therefore, she does not always have a complete picture of children's abilities to help them to learn even more.
- The childminder does not always focus on what children need to learn next when she plans activities and experiences.

## What the setting needs to do to improve further

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

- devise more-effective ways to engage parents in finding out what children already know and can do, and share ongoing information about children's learning and development
- make the most of what is known about individual children so that specific areas of development can be targeted for rapid progress.

### Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder and her assistant 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 policies and procedures.
- The inspector looked at evidence of self-evaluation and took into account the written views of parents.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living and working on the premises.

### Inspector

Kim Barker

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good range of well-written policies and procedures. They help her to run the provision effectively and to keep children safe. The childminder shares them 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 uses self-evaluation to help her to identify and make continual improvements to her practice and to outcomes for children. She guides her assistant's practice when they work together. The arrangements for safeguarding are effective. The childminder and her assistant have attended training. They are familiar with local safeguarding procedures and alert to signs that indicate concerns with children's welfare.

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

The childminder is familiar with using observation to identify the achievements children make in their learning and development. She understands her role in using assessment as a means of identifying any required intervention and accessing additional support when necessary. The childminder plans activities and experiences that help children to learn through play and exploration. Toddlers investigate a pop-up toy. The childminder talks to them about what they are doing. She demonstrates and uses words that describe what is happening. This helps to build children's vocabulary and motivates them to keep on trying. Toddlers begin to work out ways for doing things for themselves and make sense of their actions. The childminder's assistant helps children to solve their own problems and develop a role play story, as they play together.

### Personal development, behaviour and welfare are good

The childminder knows the importance of identifying and taking good steps to remove or minimise risks for children's safety. For example, children are currently not using the childminder's garden while it is being developed. The childminder reflects on what children are interested in and what they will enjoy taking part in when she plans activities. Children are beginning to gain an understanding of their own personal needs. The childminder chats to toddlers about what she is doing as she changes their nappy. Children later include changing a doll's nappy in their role play. They use their play to imitate what they have seen the childminder do and demonstrate what they know about their world. Children recognise and respond to the daily routine, they know when they need to wash their hands. The childminder helps children to develop a healthy lifestyle. She offers fresh fruit for snacks and engages effectively with parents when they bring a packed lunch.

### Outcomes for children are good

Children are well supported to make good progress from their starting points. Children demonstrate confidence in the childminder's care. They are encouraged to be active and motivated learners. This is because the childminder is skilled in using a range of teaching techniques during routines and when she plays alongside children. Children have a good awareness of the childminder's expectations for their behaviour because she is a good role model. Children are developing the skills and knowledge they will need when they are ready for the move on to nursery or school.

## Setting details

<b>Unique reference number</b>	EY103273
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	1051124
<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 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 July 2015
<b>Telephone number</b>	

The childminder was registered in 2002 and lives in the Wednesfield area of Wolverhampton. She occasionally works with an assistant. Her provision operates all year round from 6am until 10pm, seven days a week, except for Christmas Eve, Christmas Day, New Year's Eve, New Year's Day and family holidays. The childminder supports children who speak English as an additional language.

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