

Childminder Report

Inspection date	7 November 2016
Previous inspection date	5 August 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 has improved her provision since her last inspection. All areas of her home are now safe. She has developed a robust knowledge of how to promote children's learning and development. Partnerships with parents are now highly effective and promote their involvement in their children's learning.
- The childminder works well with other settings children attend and with a wide range of professionals. She regularly exchanges information with the local school nursery about children's next steps in learning. The childminder also shares information with health visitors to seek support for children who need additional help with their learning.
- The childminder now holds an appropriate early years qualification and has attended a range of training. She uses her knowledge and skills effectively to assess children's learning and provide varied activities that promote children's development.
- Children have high levels of self-esteem and confidence. The childminder recognises children's achievements and praises their efforts. Children are happy to meet visitors and are confident to talk to them.
- The childminder takes children out to local attractions and plans activities around different celebrations, such as Halloween. This helps to promote children's understanding of the world.

It is not yet outstanding because:

- Assessment, although accurate, is not always used well enough to plan highly challenging activities that promote children's learning as rapidly as possible.
- The childminder does not offer children who prefer to play and learn outdoors the same level of opportunity as is offered inside.

What the setting needs to do to improve further

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

- enhance the use of assessment information to plan highly challenging activities that enable children to make more rapid progress in their learning
- increase the range of activities available for children who prefer to play and learn outdoors.

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 spoke with the childminder throughout the inspection. He looked at relevant documentation, such as self-evaluation and evidence of the suitability of all those living on the premises.
- The inspector was shown around the house and garden by the childminder. He also checked the childminder's procedures for assessing risks in the environment.
- The inspector spoke to parents and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has attended child protection training and knows the signs and symptoms of abuse and neglect. She updates her safeguarding policy regularly and knows how to refer any concerns about children's welfare to the Local Safeguarding Children Board. The childminder reviews her practice in detail. She seeks the views of her local authority adviser, parents and children to help set targets for improvements. The childminder has worked with a local nursery to enhance her teaching. This has also helped her to improve the quality of her ongoing assessment of children's progress. She has developed effective strategies to include parents in the assessment of children's starting points.

Quality of teaching, learning and assessment is good

The childminder uses her observations of children's learning and information from parents to provide interesting learning experiences. The routine of the day is well balanced. It provides a good mix of adult-led and child-initiated learning opportunities, helping children work towards their targets through play. Children are developing good physical skills. The childminder encourages them to use a glue stick to fasten paper and material to a car-shaped canvas. This helps children to develop their handgrip, as they learn how to hold and move the glue stick. The childminder promotes children's creativity well. Children join in with singing and dancing to familiar rhymes as they move around in a circle holding hands. The childminder monitors children's progress effectively and swiftly identifies children who are not reaching their expected milestones. She works hard with parents, other settings and professionals to coordinate appropriate support. This helps any gaps in children's learning to close swiftly. Parents say their children are, 'Supported well by the childminder to help them develop'.

Personal development, behaviour and welfare are good

The childminder promotes children's healthy lifestyles through activities and by providing nutritious meals. Children use real fruit and vegetables in their role play. They select from a wide range of fruit and vegetables in the role play shop. They use money to buy their food from the shopkeeper. This promotes children's interests in healthy foods and builds on their mathematical skills. The childminder encourages children to taste the food they have purchased to help children eat a varied and healthy diet. Children's behaviour is managed well. For example, the childminder gives them stickers as a reward when they behave well to encourage them to continue with their good behaviour. New children settle quickly. The childminder has a nurturing settling-in process that helps her develop good relationships with children and parents.

Outcomes for children are good

All children make good progress from their starting points. Children start school being able to write their own name. They are also able to put on their coat and Wellington boots independently. Children have good literacy skills. They look at their favourite books with interest and are starting to form recognisable letters as they learn how to hold a pen.

Setting details

Unique reference number	EY472965
Local authority	Wolverhampton
Inspection number	1044043
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	5 August 2014
Telephone number	

The childminder was registered in 2014 and lives in Wolverhampton. She operates her provision all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She cares for children who have special educational needs.

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