

Childminder Report

Inspection date	31 October 2017
Previous inspection date	28 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 builds and maintains positive partnerships with parents, the health visitor and the local authority advisor. She attends regular training on a variety of teaching and learning topics. This helps her to drive forward ongoing improvements, thereby making sure that outcomes for children are good.
- Children gain a good understanding of the world around them. The childminder regularly takes them on exciting outings. For example, they visit farms where they closely observe donkeys, chickens and rabbits, and they collect conkers at country parks.
- The childminder and her assistants provide warm, loving care and respond quickly and sensitively to children's needs. This helps children to feel comfortable and safe, and to take part in new experiences. Children begin to learn to share and take turns.
- The childminder and her assistants provide children with many opportunities to listen and to extend their vocabulary. For example, they consistently talk to children and sing nursery rhymes with them during daily routines and planned activities.

It is not yet outstanding because:

- At times, the childminder and her assistants do not consistently build on what children need to learn next to help them achieve as much as possible in their learning.
- The childminder does not always share enough information with other settings that children attend to promote further consistency and continuity in children's learning.

What the setting needs to do to improve further

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

- consistently build on what children need to learn next to help them achieve as much as possible in their learning
- strengthen partnership working by ensuring there are robust communication links with all other settings children attend, to provide a more consistent approach to meeting children's needs.

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 and the childminder observed the assistant carry out an activity with the children and evaluated the impact this has on their learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living or working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistants have attended training on how to protect children from abuse or neglect. Additionally, they have attended further training on less familiar areas of abuse. Overall, they have a good knowledge of the signs of abuse and a strong awareness of their responsibilities to protect children from harm. The childminder regularly observes and evaluates the assistants' teaching practice. She provides regular individual support meetings so that the assistants can discuss any concerns and their development opportunities. The childminder has attended a training course that has helped her to understand the benefits for children from playing with natural resources outdoors. For instance, she has introduced a mud kitchen, giving children more opportunities to explore and develop their sensory skills outdoors. Furthermore, the childminder now takes the children on fortnightly forest school visits where they play with sticks, leaves, acorns, mud and water.

Quality of teaching, learning and assessment is good

The childminder monitors and checks that the activities she provides support all aspects of children's learning. She makes sure that there is a detailed progress check for children aged between two and three years which she shares with parents and relevant professionals. The assistant supports children's learning well. For example, as children take part in a threading activity, she comments on the actions they are using as they push and pull the string through the beads and plastic shapes. The assistant enhances this activity further by encouraging children to name and recognise the colours and shapes of the plastic pieces. She encourages children to count the beads and introduces the vocabulary involved in adding. The assistant uses lots of meaningful praise as children achieve what they set out to do. The childminder skilfully asks children questions, such as to extend their thinking and vocabulary. She values children's conversations and encourages them to talk about their previous experiences.

Personal development, behaviour and welfare are good

The childminder provides a nutritious and balanced breakfast for the children. The assistant regularly supervises the children as they wash their hands, such as before eating and after toileting. She describes what they are doing to develop their good understanding of the process. There is direct access to the garden with a good range of toys to promote children's physical development. The childminder effectively organises resources so children can have independent access to them throughout the day.

Outcomes for children are good

The childminder and her assistants prepare children well for the next stage in their learning, such as nursery or school. Children listen well to the stories the assistant reads to them and they confidently talk about the characters in the book. Children explore similarities and differences between themselves and others in the local community. For example, they play with a range of toys that depicts positive images of diversity and explores various festivals. Children are self-assured, happy and seek out others to share their experiences.

Setting details

Unique reference number	EY236665
Local authority	Wolverhampton
Inspection number	1101902
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	28 January 2014
Telephone number	

The childminder registered in 2002 and lives in the Penn area of Wolverhampton. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides overnight care when requested. She holds an early years qualification at level 3. The childminder works with one registered assistant and occasionally with two. She provides funded early education for three- and four-year-old children.

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