

# Childminder Report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 24 November 2017 |
| Previous inspection date | Not applicable   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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 is well qualified and has a strong commitment to professional development to help raise the standard of her practice further. For example, she has completed training that has had a positive impact on enhancing her skills to support children with communication and language delay.
- The childminder uses additional funding she receives for children effectively. She has used it to provide additional activities that support children's preference to learn outdoors. This has helped to accelerate their learning further in readiness for school.
- Children's behaviour is good and the childminder manages it well. She is a good role model to children, for example, as she plays alongside them to promote turn taking. Children are very focused learners and have extremely high levels of concentration for their age.
- The childminder's home is stimulating and welcoming. Toys and resources reflect children's interests and they can access them freely to lead their own play.
- Children have high levels of self-esteem. The childminder promotes this effectively to help children be proud of their own achievements and to recognise what they have done well.

### It is not yet outstanding because:

- The childminder does not make the best possible use of information that parents share about their children's capabilities at home to fully inform her ongoing assessments. Also, she does not consistently inform all parents about their children's rate of progress in all aspects of their learning.

## What the setting needs to do to improve further

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

- make the most of information that parents share about their children's development at home to fully inform ongoing assessment and share more detailed information with parents about all aspects of their children's learning.

### Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. He looked at relevant documentation and evidence of the suitability of persons living 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

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder evaluates her practice well. She provides opportunities for parents, children and other professionals to feed back to her on how she can improve. Her areas for development are rigorous to help raise her teaching further and enhance children's outcomes. The childminder identifies gaps in children's learning. She works well with other professionals to develop programmes of support that help close these gaps quickly. Safeguarding is effective. The childminder thoroughly assesses risks in her home and garden, such as the high risk of children slipping over in the garden when it has been raining. On these occasions, she does not use the garden to help minimise the risk of slipping. However, she still provides opportunities for children to learn outside by taking them on daily outings. The childminder is knowledgeable about child protection procedures, including how to report concerns about children's welfare.

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

Observation, assessment and planning systems are becoming well embedded. The childminder knows children's interests and next steps, and plans for these well. For example, she provides activities to build on children's fascination of dinosaurs. The childminder freezes toy dinosaurs in water and then encourages children to use a range of tools to put warm water on the ice to melt it. Children use turkey basters and water sprayers to squirt the warm water at the ice. They closely observe how the ice changes to water over time and use magnifying glasses to see this up close. The childminder extends this learning by providing a toy 'dinosaur world' for children to be imaginative in, and books for them to look at the names of the dinosaurs. She also uses books she has collected from the library with children to extend their understanding of ice, how to make it and the parts of the world covered in ice.

### Personal development, behaviour and welfare are good

The arrangements for when children start attending are strong. This helps children, especially babies, to feel secure and settled in the childminder's care. The childminder helps older children to develop a positive attitude about starting school from an early age. For example, she helps them to become familiar with the local school by taking them to events there. The childminder promotes children's healthy lifestyles and good hygiene effectively; for example, by encouraging them to wash their hands before eating.

### Outcomes for children are good

All children make good progress and gaps in their learning close quickly from their starting points. Children are confident communicators. They can repeat language and understand and say simple sentences. Children are developing good mathematical skills. They can sort objects by size and by type. Children are developing the key skills they need for school, such as their independence skills, including being able to peel their orange at snack time.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY493944  |
| <b>Local authority</b>             | Wolverhampton   |
| <b>Inspection number</b>           | 1032069   |
| <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>       | 0 - 3   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 3   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | Not applicable  |
| <b>Telephone number</b>            |   |

The childminder registered in 2015 and lives in Wolverhampton. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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