

Childminder report

Inspection date	14 September 2018
Previous inspection date	19 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Children are happy and settle quickly in the caring and friendly environment. They form strong emotional bonds with the childminder and other children.
- The childminder plays alongside children and provides activities and experiences, which support their individual interests. She talks to children as they play. This helps to promote children's good language development.
- The childminder has a good understanding of how children learn and develop. She accurately assesses their achievements and plans activities to effectively promote children's individual next steps in learning. The childminder knows the children well.
- The childminder establishes boundaries for children's behaviour and they begin to demonstrate self-control relative to their age. For instance, children learn to share toys.
- The childminder builds strong relationships with other providers, including the local schools. This helps to ensure consistency for all children's care and learning.

It is not yet outstanding because:

- The childminder does not gather as much information as possible from parents about children's abilities when they first start, to help her plan for children's progress from their starting points.
- While the childminder accesses a range of professional development, it is not yet linked to the areas for development in her professional knowledge identified through self-evaluation.

What the setting needs to do to improve further

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

- gather more information from parents when children first start about their prior learning
- sharply focus development plans to build on professional knowledge that helps to improve practice and provision.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and spoke with the children during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Jacqueline Coomer

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder knows how to meet children's needs swiftly in the event of a child protection concern. She continually assesses risks in her home and on outings and takes appropriate action to help her keep children safe. The childminder uses self-evaluation to change and improve her practice. The childminder regularly tracks children's progress and identifies any emerging gaps in their development. She completes a written summary showing children's progress between the ages of two and three years and discusses this with parents. Parents comment on the good care and variety of experiences available to their children.

Quality of teaching, learning and assessment is good

The childminder observes children and shares information with parents about children's next steps in learning and how they may support children's ongoing learning at home. Children are curious and imaginative, showing interest and motivation. For example, they talk about holidays, passports and flying. The childminder supports children to explore their understanding of airports and aeroplanes as they pack a suitcase to take on holiday. During activities, the childminder promotes children's language and mathematical skills well. This includes using a range of questioning techniques and giving children time to think. Children learn about animals, shape and colour as they complete puzzles and a peg board. Children use mathematical language to talk about their plans for construction materials. For example, they explain the need to add more blocks to make a tower taller than themselves and they count with the childminder how many blocks they have used.

Personal development, behaviour and welfare are good

The childminder effectively supports children's good health, such as by promoting exercise and encouraging children to have regular drinks of water. She provides children with daily opportunities for outdoor play and to practise their physical skills. The childminder understands that some children prefer to learn outdoors and ensures they have rich opportunities to explore and play. They develop an awareness of the local community as they go on visits to toddler groups, the library and parks. They show good manners and are encouraged to say 'please' and 'thank you'. The childminder gives children lots of praise and encouragement. This helps children to build good levels of self-esteem.

Outcomes for children are good

Children are active learners who confidently explore the environment. They are eager to play and interact with the childminder. Children learn to respect each other and take turns as they play. Children are well prepared for their next stage in learning, such as nursery or school.

Setting details

Unique reference number	252013
Local authority	Wolverhampton
Inspection number	10066991
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	19 October 2015

The childminder registered in 2001 and lives in Wolverhampton, West Midlands. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

