

# Childminder report

<b>Inspection date</b>	22 January 2019
Previous inspection date	8 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### **This provision is good**

- The childminder attends regular training on topics about children's learning and development. She builds positive relationships with parents and the local nursery. This, and linking with the local authority adviser, helps her to keep her practice up to date, so that children continue to make good progress.
- The childminder takes the children on a range of exciting outings that offer them physical challenge and sensory experiences. For example, they visit country parks where they climb on logs, play in the mud and sand, and splash around in the outdoor paddling pool. Furthermore, they visit large adventure playgrounds, rivers and an allotment where they choose their own pumpkins.
- The childminder provides a large, bright, well-organised playroom with a good variety of accessible and stimulating toys, equipment and resources for children. She helps children to learn about the similarities and differences in people. For example, children explore cultural festivals, visit churches and temples and play with toys that depict positive images of diversity.
- The childminder uses every interaction as an opportunity to build effective relationships with children and to develop their understanding and use of language. Parents provide positive comments, such as 'the childminder is relaxed and friendly with the children'. This helps children to feel valued and promotes their self-esteem.
- The childminder does not focus strongly enough on encouraging children to hear and say the initial sound in words.
- The childminder does not use the information she gathers from observing children as effectively as possible, in order to support children to make rapid progress in their learning.

## What the setting needs to do to improve further

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

- provide children with more opportunities to develop their early literacy skills by helping them to hear and say initial sounds in words
- use the information gathered from observing children even more effectively to help children make rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 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 held conversations with children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

**Inspector**  
Linda Yates

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant 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 makes regular and accurate assessments of children's learning. She makes sure that any areas of learning that children may fall behind with are quickly identified and set as a focus. The childminder closely monitors and has regular discussions with her part-time assistant, to ensure her ongoing suitability.

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

The childminder read a story to the children about three little pigs who each build a house of straw, sticks and bricks. During this activity, she used props to support children's learning and encourage the older children to fill in the missing word or phrase. Children explored the straw, sticks and plastic bricks and tried to create houses for the animal characters in their story. The childminder introduced new vocabulary and used questions that encouraged children to think. The childminder built on the children's strong interest in the aeroplanes they saw and heard in the sky and encouraged them to talk about their observations. Children develop the skills they need in readiness for nursery or school.

### Personal development, behaviour and welfare are good

The childminder is a good role model for children. She listens carefully to children and regularly praises their positive behaviour. The childminder provides children with healthy snacks and drinks. Children develop high levels of independence. For example, they learn to put the toys away and sweep up after themselves. The childminder regularly takes the children to the toddler group. This helps children to develop their social skills outside of the childminder's home.

### Outcomes for children are good

Children make good progress from their starting points. They are engrossed as they engage in imaginary play with the childminder and their friends. For example, children sing the happy birthday song and offer make-believe cakes to each other. Furthermore, they play in the kitchen role-play area and pretend to make drinks for their friends. Children use sounds in their play as they sit on the floor and play with the small-world digging machines. They are confident, happy and talk freely and enthusiastically about what they are doing.

## Setting details

<b>Unique reference number</b>	EY418648
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10066993
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	8 October 2015

The childminder registered in 2010 and lives in Wolverhampton. She operates all year round from 7am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder very occasionally works with an assistant.

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