

Childminder report

Inspection date	27 August 2019
Previous inspection date	21 August 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 and the assistant forge strong relationships with parents. They use a variety of ways to keep parents updated about their children's progress and development. The childminder provides parents with a regular newsletter, daily discussions and written reports of their child's daily activities and progress.
- The childminder provides children with a stimulating environment. The premises are well organised and welcoming. Children particularly enjoy exploring the childminder's spacious rear garden. The childminder offers a broad range of activities, toys and resources that motivate children to explore and follow their individual interests.
- The childminder and the assistant build warm relationships with children. They take the time to get to know children and make them feel welcome and happy in the childminder's home.
- The childminder provides children with a range of opportunities to explore their local community. The childminder and her assistant take children on outings to local groups so they can meet and play with other children. They often use public transport, which extends children's understanding of the wider world. The childminder conducts risk assessments prior to these outings to minimise risks and hazards.
- The childminder does not always adapt the support offered to younger children during activities in order to ensure their needs are met and they are all challenged fully.
- Children who learn English as an additional language do not have frequent opportunities to hear or use their home language within the setting in order to fully support their communication skills.

What the setting needs to do to improve further

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

- make more use of opportunities to engage and fully support younger children's participation within activities to extend their learning
- extend opportunities for children who speak English as an additional language to hear and use their home languages, to further enhance their language development.

Inspection activities

- The inspector carried out a joint observation with the childminder and the assistant.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed relevant documentation, suitability checks, policies and procedures and children's learning records.
- The inspector took account of parents' views through written feedback provided.
- The inspector spoke to children, the childminder and assistant at convenient times.

Inspector
Susan Rogers

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant attend regular safeguarding training and understand their responsibility to report any concerns they have regarding children's welfare and well-being. The childminder supports her assistant's professional development with regular meetings to offer support and to discuss teaching methods. The childminder and the assistant network effectively with other childminders to extend their skills. They complete a range of both mandatory and additional training and use their knowledge to enhance children's learning. The childminder researches changes in the early years sector and implements required changes into her practice. The childminder liaises well with teachers from the local school where children transfer on to. She encourages teaching staff to visit her home, where they meet with the children who are due to start attending their school.

Quality of teaching, learning and assessment is good

The childminder and her assistant observe children as they play and complete accurate assessments of their learning. They plan activities that they know children will enjoy and provide useful learning experiences that support them to make good progress. Children enjoy playing with dough and using tools. They develop the small muscles in their hands as they squeeze, pull and poke the dough. They skilfully roll out the dough and use cutters to make familiar shapes that they identify. Children have fun playing with water and bubbles outdoors. They excitedly catch and burst bubbles and younger children try to blow their own bubbles. Older children develop their physical skills when they climb and swing on apparatus in the garden. They demonstrate their physical strength as they confidently climb a rope ladder. The childminder and her assistant sing songs and read books to the children, which supports their language development.

Personal development, behaviour and welfare are good

Children develop a positive sense of responsibility and good self-help skills in preparation for starting school or nursery. They tidy away toys when a session is finished and help the childminder set the table at snack times. Children gain confidence and enjoy regular opportunities to play energetically. They sit together at a table to eat their snack and meals. Children behave well and are learning to be kind to each other. The childminder and her assistant are good role models for children and praise children's efforts as they learn and play. The childminder promotes healthy lifestyles. For example, children enjoy healthy snacks of fresh fruit and vegetables and access fresh drinking water throughout the day.

Outcomes for children are good

All children make good progress in relation to their individual starting points. They take an interest in books and are starting to recognise some words and text. Younger children are beginning to recognise numerals and can count with confidence. Children learn about many aspects of the wider world and enjoy travelling on buses and trains. They are eager to learn and concentrate well during activities. Children are confident and develop good skills in preparation for the next stage in their learning and as they move on to school or nursery.

Setting details

Unique reference number	251901
Local authority	Wolverhampton
Inspection number	10069897
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	12
Number of children on roll	6
Date of previous inspection	21 August 2014

The childminder registered in 1995 and lives in Bilston, West Midlands. The childminder works with an assistant. The childminding provision operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant childcare qualification.

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