

# Childminder report

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Inspection date: 30 October 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are visibly happy in the warm and homely environment provided by the attentive childminder. They build strong bonds with her and are comfortable and settled in her care. Children have access to an array of good-quality resources indoors and outdoors. They learn through an effective balance of adult-led and child-initiated activities. Children are friendly and confident and their behaviour is excellent. They listen to the childminder and respond well to instructions. For example, children help the childminder to tidy away the toys before mealtimes. They are motivated and curious to learn and are making good progress from their starting points. Children have lots of opportunities to explore and have enjoyable experiences outside. They laugh and squeal as they have fun running around the garden catching the bubbles and jumping on the trampoline. Children develop an understanding of the world around them. They enjoy going on outings with the childminder within the local community. For example, they visit the supermarket to collect ingredients to make pancakes.

## **What does the early years setting do well and what does it need to do better?**

- The childminder effectively uses her garden to promote different areas of learning through a range of exciting resources and equipment. Children have lots of fun experimenting with their physical skills. They climb the ladders of the slide and balance at the top. The childminder supports children to take risks safely as they play. This helps to support their skills in evaluating and managing their own risks.
- Children learn about differences in cultures and faiths through activities and resources to support their understanding of diversity. They develop excellent physical skills and benefit from regular fresh air and exercise. However, the childminder does not consistently reinforce the importance of making healthy food choices, as part of leading a healthy lifestyle.
- Children learn to develop their emerging understanding of mathematical concepts through enjoyable activities. For example, children measure and weigh the different ingredients to make hedgehog-shaped biscuits. Although the childminder is skilful at weaving her teaching into children's play, she is less successful at extending opportunities to develop their critical thinking and problem-solving skills.
- Children are supported well to develop their creativity and imagination skills. For example, they have lots of fun as they pretend to fry eggs in the role-play kitchen. The childminder has a clear vision to develop the role-play area to build upon and extend children's learning even further.
- Children freely make choices during their play. The childminder encourages them to be independent. For example, older children adopt a can-do attitude as they put on their own coats and shoes ready for outside play. However, the

childminder occasionally misses opportunities to support and develop younger children's self-care skills during daily routines, such as mealtimes.

- Children eagerly join in and engage well during singing activities. They sing 'The wheels on the bus' and freely express themselves as they perform the different actions. Children show a love of books as they snuggle up to the childminder and become engrossed in listening to the stories. The childminder consistently praises them on their accomplishments and displays their artwork in her home. She respectfully listens and values what the children say and gives them her undivided attention. As a result, children display high levels of self-esteem and feel valued.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that may indicate a child is at risk of neglect or abuse. She has a clear knowledge of wider safeguarding issues, including being drawn into extreme situations. The childminder has a thorough knowledge and understanding of safeguarding protocols and actions to take if there are any concerns about a child's welfare. The environment is safe and secure. The childminder conducts risk assessments of her home and any outings that children take part in.

## **What does the setting need to do to improve?**

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

- support younger children to further develop their self-care skills during daily routines, such as mealtimes
- encourage children to have a greater understanding of the importance of making healthy food choices
- provide children with further opportunities to enhance their critical thinking and problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY449098
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10116218
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	24 January 2013

## Information about this early years setting

The childminder registered in 2012 and lives in Wolverhampton. She holds an appropriate qualification at level 3. The childminder provides care from 8am to 7pm, Monday to Friday, all year round, except for family holidays.

## Information about this inspection

### Inspector

Angela Hulme

### Inspection activities

- The inspector observed the quality of teaching during activities in the childminder's home and assessed the impact this has on children's learning.
- At appropriate times during the inspection, the inspector spoke with the childminder and the children.
- The inspector looked at relevant documentation and evidence of the suitability of all adults living in her home.
- The inspector spoke to the childminder about the different experiences and learning opportunities she provides for the children.
- Interactions between the childminder and children were observed.

We carried out this inspection 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.

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