

Childminder report

Inspection date: 7 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The well-qualified childminder values each child as an individual and clearly enjoys spending time with them. As a result, children show good self-esteem and are proud of what they can do. They confidently access toys and resources that are of interest to them. Children behave well.

Children enjoy singing songs together and develop an awareness of rhythm and rhyme. They anticipate the actions of songs and are praised for their recollections. The childminder provides opportunities for promoting children's early literacy development. They listen attentively to well-known stories and look at familiar pictures.

Overall, resources are plentiful and successfully used to support learning. For example, materials for early writing are readily available and the childminder uses wooden building blocks to develop children's muscle control and mathematical skills. However, the childminder does not make the best use of opportunities for children to independently explore, operate and learn about different technologies in their play.

Children show good levels of concentration and persistence, for example, when moulding and shaping play dough. However, the childminder has not fully considered how she can provide further opportunities for children to experiment with a wide range of materials and textures to encourage children to discover and express their creativity further.

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

- The childminder knows the children well and has a good understanding of how to support their development. She provides them with challenging and enjoyable experiences, which cover all areas of learning. When she identifies gaps in children's learning, she provides well-targeted support to help children to catch up. Children make good progress from their individual starting points.
- The childminder consistently sets clear rules and boundaries so that children have clear messages about what is acceptable behaviour. The childminder helps children to understand their feelings and emotions. They begin to understand that they should share the toys and equipment.
- The childminder has effective relationships with settings where there is shared care, including school. Information about children's learning and progress is shared. This helps to support consistency in care.
- The childminder has a clear vision of what she wants children to learn from the experiences she offers to them. For example, children visit a local farm and learn about different types of animals. Children use tools during play dough activities

and identify the different shapes they make. This helps to promote children's mathematical skills. However, the childminder does not fully support young children's sensory exploration and creativity with different media.

- The childminder speaks clearly and helps children with the correct pronunciation of new words. Children listen to what is being said to them, which helps to develop their concentration skills. The childminder responds to younger children's non-verbal communications and quickly recognises their needs.
- The childminder ensures that children develop an awareness and understanding beyond the world that is familiar to them. Children make regular visits to local places of interest. This enhances their learning and helps them to learn about their own identity, other people and their communities. However, the childminder does not provide children with consistent opportunities to explore technology and its uses.
- The childminder has positive partnerships with parents, who speak highly of the care that their children receive. Information is shared with parents about what children have been doing throughout the day. This helps parents to support their children's learning at home.
- The childminder provides nutritious meals. She teaches children about foods that are good for them. She works effectively in partnership with parents to support children's continuing good health needs.
- The childminder has identified areas of development in her practice. For example, she reflects on how well activities impact on children's learning. She shares practice ideas with other childminders and uses this information to help her to identify new activities for children. The childminder accesses further training to help to maintain her skills and knowledge. She welcomes parents' and children's views to help her improve her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role in safeguarding children. She completes safeguarding training regularly to help her keep up to date with current safeguarding requirements and statutory duties. This includes the 'Prevent' duty. The childminder is aware of the signs that may indicate a child is at risk of harm. She is clear on the procedures to follow should she have a concern regarding the welfare of a child. She helps the children to develop a good awareness of how to play in safety. The childminder identifies potential risks in the environment and addresses these promptly.

What does the setting need to do to improve?

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

- extend opportunities for children to experiment with a range of media and

materials to enrich sensory experiences and foster their creativity

- enhance children's opportunities to learn about technology and develop an understanding of its uses.

Setting details

Unique reference number	EY545258
Local authority	Wolverhampton
Inspection number	10099912
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Bilston. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents, including evidence of suitability and training.
- The inspector took account of the views of parents through written feedback provided.

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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