

Childminder report

Inspection date: 29 January 2020

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

The provision is good

The childminder is committed to providing high-quality care. She provides a cosy and homely environment. Babies demonstrate they feel secure in her care. Children learn to share and take turns. They are sociable and confident in the childminder's home. The childminder meets children's care needs well. For example, children are quickly soothed if they become upset or unsettled. They sleep according to their individual needs. She has high expectations of what children can achieve. She uses praise and encouragement, which supports children's confidence and self-esteem. The childminder plans activities that she knows children will enjoy and will help them to move on in their learning. She supports children's language development well. For example, during sensory play, children are introduced to new words, such as 'noisy' and 'crunchy'. The childminder introduces children to new experiences, such as walks in the local woods. She encourages children to collect and count leaves as they explore and investigate the natural environment. This supports children who prefer to learn outdoors. Children demonstrate good independence. Babies can feed themselves and older children put on their wellington boots independently. Overall, children develop a positive attitude towards learning and make good progress from their starting points.

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

- Children's behaviour is managed well. The childminder has a calm approach and clearly explains to children how to share, using age-appropriate language. Consequently, children behave well and respond attentively.
- Children develop close and trusting relationships with the attentive and nurturing childminder.
- The childminder takes the children on a broad range of excursions within the community, including to playgroups and local parks. This helps children to socialise and interact with a number of other children on a regular basis.
- The childminder has a good knowledge of how children learn and develop. She makes regular, focused observations of children's achievements. She uses the information she gains to plan activities that excite children's interest and meets their learning needs. However, at times, children are unable to fully lead their own play or follow their current interests as toys are stored out of sight and reach. Therefore, their choice of play is restricted to those resources selected solely by the childminder.
- Overall, the childminder uses her good teaching skills to help to extend children's learning as she enthusiastically joins in their play. Children watch the childminder play musical instruments and then they independently choose a drum to bang and bells to shake. This helps to develop their creative skills as they explore and use various instruments.
- Children are enthusiastic as they snuggle close to the childminder who helps

them to learn new songs and rhymes.

- Children enjoy plenty of opportunities to be physically active in their play and develop good control and coordination. They are eager to join in high-energy activities and have fun jumping and stooping as they take part in action songs.
- The childminder encourages children to explore toys by turning dials and pressing buttons. As children investigate, they develop an understanding that their actions cause something to happen, such as a noise or a flashing light. This supports children to learn to operate simple technology.
- The childminder helps to build children's awareness of mathematics. For example, she encourages them to count the bricks they build with. Furthermore, the childminder helps children to recognise simple shapes and identify colours.
- The childminder is enthusiastic about her work. She sets high standards and aims to prepare children well for school. She reflects on her practice. However, she does not always use the information from these reflections to target professional development opportunities aimed at raising the quality of her teaching skills even further.
- A successful two-way exchange of information between parents and the childminder provides consistency in children's development. Parents report that their children make good progress in the childminder's care. They are very complimentary about the childminder's service and comment their children 'have an exciting and busy life' with her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures children are safe. She keeps entrance doors secure at all times. She has a secure knowledge of the signs and symptoms of abuse and neglect. She knows the relevant organisations to contact if she is concerned about a child's welfare. The childminder knows what action to take in the event of an allegation being made against her or a member of her household. The childminder completes effective risk assessments and supervises children well. She shares information with older children about the potential risks when accessing the internet, to help them gain an awareness of the associated dangers.

What does the setting need to do to improve?

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

- increase opportunities for all children to make their own choices and decisions when accessing toys and resources
- strengthen self evaluation to help to implement a more focused programme of professional development that helps to raise teaching skills, and the learning outcomes for children, to the highest level.

Setting details

Unique reference number	EY476803
Local authority	Wolverhampton
Inspection number	10067014
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	11
Number of children on roll	11
Date of previous inspection	29 February 2016

Information about this early years setting

The childminder registered in 2014. She lives in the Penn area of Wolverhampton, West Midlands. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector and childminder completed a tour of the parts of her home that she uses for childminding and discussed how the curriculum is organised.
- The inspector observed activities and reviewed the childminder's quality of teaching. She held discussions with the childminder about children's learning and how she reflects on the quality of her service.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and the adults living and working on the premises.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through written testimonials.

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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