

Childminder report

Inspection date: 3 February 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

Children are welcomed into a relaxed and caring environment where they are happy and settled. The childminder has a very consistent manner when caring for children, which helps them to feel safe and secure. She speaks in a calm way and teaches children to think about how their actions can affect others. Children behave well. They enjoy the childminder's praise, which promotes their self-esteem and supports them to become confident learners. The childminder clearly understands children's individual needs and has formed positive and supportive relationships with children and their families over many years. Children enjoy regular storytelling sessions with the childminder. The childminder reads with enthusiasm and helps children to extend their language and vocabulary. Children demonstrate that they are developing good communication skills as they confidently talk to each other and to adults. Children are eager to join in activities and develop the skills they will need for the next stage of their learning. They take pride in little tasks they are asked to do, and work well with others. For example, they happily help the childminder to tidy toys away and set up the activities. Children enjoy regular trips to a local park and other outings to learn about the natural world.

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

- The childminder has effective arrangements to help children settle. She finds out about children's routines, interests and their likes and dislikes. She uses this information effectively to plan for children's learning. The childminder observes children's play and plans activities that will build on their interests and next steps in their learning and development. Children are provided with a good mixture of play and learning opportunities across the curriculum.
- The childminder is a positive role model. She gives children clear guidance to help them begin to manage their feelings. Children become increasingly independent and self-confident. They begin to take care of their own self-care needs and make choices about what they want to do. Children develop a secure understanding of right from wrong from an early age. They learn good manners and are polite.
- Children are inquisitive and motivated to learn, showing increasing levels of concentration. They readily involve themselves in a range of games and activities. For instance, children use their imagination as they make 'cakes' with play dough. They use small tools and different media, such as cones and small sticks, to help them develop their creative ideas. However, at times, the childminder misses opportunities to challenge and extend older children's mathematical skills, for example, in relation to size, measurement and quantity.
- The childminder promotes children's language development well. For instance, she engages in meaningful conversations with young children. She asks older

children to describe their creations and listens with interest to their responses. However, some of the strategies the childminder uses to support children's early reading skills are not always successful in helping children to develop an awareness of the sounds that letters represent.

- The childminder works closely with parents to promote continuity of care and learning for children. She encourages them to share information regularly and shares photographs and observations with them. The childminder provides healthy snacks and supports parents in providing nutritious lunches.
- The childminder works well with other childminders in the local area. Children visit playgroups and enjoy opportunities to mix in larger groups and create friendships with other children. This supports their social skills and helps them to develop a sense of their community.
- The childminder adopts a positive attitude towards making improvements to her practice. She keeps her core training up to date, such as first aid and safeguarding. She reads and shares good practice with other childminders to update her skills.
- The childminder uses effective self-evaluation to continue to improve the experiences and outcomes for children. She seeks feedback from parents in a variety of ways and uses this information to drive further improvements. The childminder has a good understanding of the strengths and weaknesses of her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of child protection issues, including wider safeguarding concerns, such as county lines. She is fully aware of her role and responsibilities. She can identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder knows who to contact if she has concerns about a child's safety or welfare. The childminder refreshes her knowledge of safeguarding policies and procedures regularly to keep herself up to date with any changes. Risk assessments of her home and outings are completed regularly to minimise any risks to children.

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 hear and use mathematical language and concepts during their play
- strengthen the teaching of letters and sounds and help older children to make better progress with their emerging literacy skills.

Setting details

Unique reference number	EY463094
Local authority	Staffordshire
Inspection number	10075468
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 January 2016

Information about this early years setting

The childminder registered in 2014 and lives in Wolverhampton. She operates all year round from 7.30am to 6.30pm, 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 viewed all parts of the premises used by children. The childminder and the inspector discussed the layout of the play areas and how the childminder implements the curriculum to promote children's learning.
- 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 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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