

Childminder report

Inspection date: 30 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 places great importance on building strong relationships with children. She ensures children feel safe and secure in a family environment, which is a key element of the service she provides. Children clearly enjoy the time they spend with the childminder. The childminder is very attentive and speaks tenderly to children. She provides appropriate praise and encouragement to help them to develop a strong belief in their own abilities. This builds children's self-confidence and boosts their emotional well-being. Children demonstrate a can-do attitude to their learning. They behave well and show good manners. They politely ask if they can leave the table when they have finished eating. This demonstrates that they are respectful towards others who are still eating. Children are provided with healthy snacks. The childminder teaches them good hygiene routines, such as washing their hands before handling food. The childminder makes the most of role-play experiences to promote children's learning. She skilfully supports children's creativity and imagination. Children are extremely focused as they use dried rice to make 'gravy' and 'pizza'. The skills and attributes that children develop in the childminder's care prepare them well for their next stage in learning, including their move on to school.

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

- Children's behaviour is managed well. The childminder teaches children the rules of her home, such as walking indoors. Children respect the childminder and the boundaries she sets. The childminder models expected behaviour and provides gentle reminders. She successfully teaches children how to share and take turns.
- The childminder helps children to feel valued in many ways. For example, she displays the work they create, which demonstrates the skills they have used in her home.
- The childminder provides children with a well-resourced environment that stimulates their enthusiasm and enjoyment and encourages independent play. She uses accurate assessments of children's learning to plan activities based on what they need to learn next. Planned activities reflect children's individual interests and learning styles.
- The childminder extends children's literacy skills well. Children can recognise and enjoy writing their own names. They develop a love of books and speak confidently about their favourite stories.
- The childminder engages children in meaningful conversations and shows a genuine interest in what children have to say. However, the childminder does not fully promote children's communication and language skills at all times. Very occasionally, she does not use the correct pronunciation as she speaks to children.
- The childminder takes children for local walks and teaches them about the

community they live in. For example, they learn about the different jobs people do, such as a shopkeeper and a road crossing warden.

- The childminder supports children's mathematical skills well. For example, she helps children to learn to match number to quantity, complete simple addition and subtraction problems and make comparisons. As children cut up fruit to make a salad, the childminder introduces simple fractions, such as half and quarter.
- Children are developing good independence and self-care skills. For example, they are eager to help with the household tasks, such as helping the childminder to vacuum after messy play.
- The childminder reflects on her practice to help her improve outcomes for children. She has undertaken a broad variety of training since her last inspection. She uses what she has learned effectively to help her to improve learning outcomes for children. The childminder welcomes the support of the local authority advisers to help her to improve her practice further.
- Parents provide positive feedback about the childminder and state they feel well informed about the progress their children make in her care. However, the childminder does not share enough detailed information with parents to help them to continue their children's learning at home.
- The childminder works well with other settings that children attend. She regularly exchanges information with the local school nursery about children's next steps in learning. This joint approach helps to promote continuity in children's learning, to support children to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training to keep up to date with current guidelines. She has a secure knowledge of child protection issues, including wider safeguarding concerns. This enables her to safeguard children who may be at risk from those with extreme views and behaviours. She knows when and where to report any concerns she may have about a child's welfare. The childminder checks the environment on a daily basis to ensure it remains safe and secure for children to play in. For example, she identifies potential hazards, such as the floor being slippery from spillages.

What does the setting need to do to improve?

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

- help to further support children's communication and language skills by consistently pronouncing words correctly
- build on the good information shared with parents about their children's next steps, to support parents to continue their children's learning at home.

Setting details

Unique reference number	EY308584
Local authority	Wolverhampton
Inspection number	10067006
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 July 2016

Information about this early years setting

The childminder registered in 2005 and lives in Wolverhampton, West Midlands. 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.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector and the childminder had a tour of the areas of the home that the childminder 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, including 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 spoken to on the day and 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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