

Childminder report

Inspection date: 6 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 happy, settled and keen to learn and they develop special friendships with each other. The childminder regularly reviews the progress children are making. She uses this information to plan specific learning opportunities so that all children develop the skills they need in readiness for nursery or school. The childminder promotes children's learning through effective teaching. For example, children enjoy moulding dough in time to music and performing a series of hand and finger exercises designed to improve fine-muscle control. During such times, the childminder sings along with children and models how to do the hand and finger exercises. She praises each child for joining in with the singing and actions, thereby developing their self-esteem. Activities such as these help children to develop the muscles they need to hold a pencil correctly. The childminder provides children with regular opportunities to develop their literacy skills. For example, she encourages the older children to identify the letters of their name on the wooden blocks. Children confidently recognise and sound out the letters of their own names and some of their family members' names. The childminder encourages children to recognise the rhyming words as they listen to a story. She also regularly takes the children to the library and reads a range of books with them. This helps to develop children's love of books.

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

- The childminder has effective arrangements in place for helping children to settle into her care when they first start. She meets with parents and finds out about children's interests and about what they already know and can do. This helps her to plan precisely for children's learning from the beginning.
- The childminder provides a curriculum that offers children a range of stimulating learning opportunities across all areas of their development. However, the childminder does not focus strongly enough on fully developing all aspects of children's mathematical development. For example, she does not promote older children's knowledge of shape, space and measure as well as possible.
- The childminder has very positive relationships with the staff at the local nursery. She gains information from them about the various themes children are working on and about children's next steps in their learning. Consequently, there is consistency and continuity for children's care and learning.
- Children learn about how to keep healthy. For example, they know when to wash their hands and how to wipe their nose with a tissue. The childminder walks with the children to nursery each day. This provides them with daily fresh air and exercise. The childminder regularly takes the children to the local outdoor playground. This helps children to learn to take manageable risks and experience challenge in their play.
- The childminder is sensitive to children's needs. Parents say that the childminder

is kind, friendly and approachable. Children build warm and trusting relationships with the childminder, and are well behaved. The childminder encourages children to talk together about their own immediate family and pets. This, along with playing with a range of toys and resources that positively reflect diversity, helps children to learn about the similarities and differences in people.

- The childminder is skilled at negotiating with children about how to make positive choices and about how to cooperate with others. Children excitedly choose a sticker, given to them for joining in with activities.
- The childminder successfully works in partnership with parents. She provides parents with regular updates about the activities children enjoy and their achievements. This enhances parents' understanding about how their child's learning can be best supported at home.
- The childminder reflects on ways to improve her provision. She discusses the quality of her provision with the local authority adviser. The childminder values the views of parents and welcomes suggestions on how she can support their children further.
- The childminder does not always organise the adult-led activities so that they fully promote children's focused attention.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended child protection training. As a result, she has a good knowledge of the signs of abuse. The childminder confidently demonstrates her procedures for reporting any concerns. She has undertaken a safeguarding audit with her local authority adviser. This helps her to ensure that she is meeting the local authority's safeguarding requirements. The childminder's home is secure. She makes daily checks of the environment to minimise or remove any potential risks to children. This, and risk assessing all outings off the premises, helps to keep children safe and well. The childminder has completed recent paediatric first-aid training. This provides her with the knowledge and skills required to administer first aid effectively as well as meeting the requirements of registration.

What does the setting need to do to improve?

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

- provide older children with even more opportunities to further build on and develop their knowledge of shape, space and measurement
- reflect on the organisation of the adult-led activities so that children are not distracted by the resources nearby.

Setting details

Unique reference number	251909
Local authority	Wolverhampton
Inspection number	10066998
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	20 June 2016

Information about this early years setting

The childminder registered in 1999 and lives in the Finchfield area of Wolverhampton. She operates her service on Monday to Friday during term time only, from 7.45am until 5.15pm. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Linda Yates

Inspection activities

- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living and/or working in the household.
- The inspector took account of the views of parents through the written feedback provided and through discussions during the inspection.
- The inspector held conversations with children during the inspection.

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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