

Childminder report

Inspection date: 12 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are visibly happy and settled in the childminder's care. They learn through a range of enjoyable activities that contribute to the good progress they make. Children are self-assured and inquisitive learners. They play happily in the homely environment and confidently communicate their ideas and requests. Children's behaviour is good. The childminder gives children gentle reminders to share the resources and to wait their turn. Children are supported well to develop their social skills. For example, they take part in outings to the local park and soft-play centre, and have opportunities to socialise in larger groups and build new friendships. Children are supported to develop their independence and self-care skills. They are encouraged to tidy away the toys and wash their hands before eating. Children learn about the changing seasons, different festivals and celebrations. They benefit from multicultural resources and activities which help them to develop an understanding of the wider world. Children show imagination in their play. They dress up as their favourite characters and tend to the needs of their dolls, feeding and cuddling them. This helps to support children's personal, social and emotional development.

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

- The childminder is dedicated and passionate about providing good-quality care and education. She has an excellent understanding of how children learn and develop. She observes children as they play and uses the information gathered to track their individual learning and progress. The childminder works closely with specialist agencies, when required, to help assist children's overall development.
- The childminder has a range of good-quality toys and resources to support children's progress. Children confidently make choices about what they would like to play with from the available resources. However, the arrangements for storing further resources limit opportunities for children to independently add to or extend their play and learning.
- The childminder helps children to learn about the natural world. For example, children have fun planting seeds and observing as they grow into flowers. Children take part in trips to the farm where they learn about different animals and carefully hold chicks after they have hatched. This helps to support children's growing awareness of living things.
- The childminder provides enjoyable craft activities to support children's creativity and hand-eye coordination. Children practise using scissors to cut out shapes and use paintbrushes to mix paint together. They confidently name the new colours they create and become focused and eager to continue with their play. However, on occasions, the childminder rushes the children in order to follow daily routines, which disrupts their learning and development.

- The childminder supports children's communication and language skills. She skilfully asks open-ended questions during their play. She gives children lots of time to think and respond, and values what they say, which helps them to feel valued and supports their growing self-esteem.
- The childminder has established positive relationships with parents. She obtains a wealth of information from parents about children's needs and abilities before they are in her care. This helps the childminder to provide continuity and to build on what children already know and can do. Parents speak highly of the childminder. They say that she is 'fantastic' and they are happy with the care their children receive.
- The childminder continuously reflects on her practice and identifies any areas for improvement. She is eager to continue her professional development to further enhance the quality of teaching. She meets regularly with other childminders to share ideas and good practice. The childminder also provides support and mentoring for new childminders in the area.
- The childminder is caring and quickly tends to children's needs. She speaks respectfully to the children and praises their accomplishments. Children develop close bonds with the childminder, which helps them to feel safe and secure in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently completed advanced safeguarding training. She has an excellent knowledge and understanding of the signs and symptoms which may indicate a child's welfare is at risk. She has a secure understanding of safeguarding protocols and actions to take if there are any concerns about a child's safety. The childminder keeps her knowledge up to date on wider safeguarding issues, including the risks of being drawn into extreme situations. The childminder implements a variety of records, policies and procedures which help to support children's well-being. Her home is safe and secure and she conducts regular risk assessments of her home.

What does the setting need to do to improve?

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

- provide more opportunities for children to select toys and resources to support and extend their play and learning
- review the organisation of daily routines so they do not have an impact on children's learning.

Setting details

Unique reference number	EY397491
Local authority	Wolverhampton
Inspection number	10116160
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	4
Number of children on roll	13
Date of previous inspection	6 July 2015

Information about this early years setting

The childminder registered in 2009 and lives in Wolverhampton. Her provision operates all year round from 7.30am until 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate early years qualification at level 3 and provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- The inspector completed a learning walk with the childminder and discussed how she implements her educational programme.
- The quality of teaching and the impact on children's learning was observed by the inspector.
- The inspector took into account the views of parents from written testimonials.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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