

Childminder report

Inspection date:

28 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and confident. They develop strong attachments with the childminder and their peers and feel safe and secure. The childminder gathers detailed information from parents about children's care and learning needs. This supports her to know the children well and to plan activities to build on their existing skills. Children demonstrate a strong motivation and desire to learn. They are independent and enjoy choosing their own play. The childminder has high expectations for all children. They are well behaved and they respond well and listen carefully to instructions, for example, as they look for different types of fruit to decorate their pancakes. The childminder praises children's achievements, promoting their self-esteem well. She builds on their suggestions and ideas to help keep them motivated and engaged to learn.

The childminder takes children to a broad range of places of interest to build on their experiences, such as parks, shops, farms, and playgroups. Children explore books and toys that reflect the differences and similarities between themselves and other people. They gain good social skills. For example, they happily take turns and share as they play nicely together. Children are well prepared for the next stage in their learning.

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

- The childminder has a good understanding of how children develop and knows them well. She uses observations and assessments to monitor children's learning. The childminder tracks children's progress closely and identifies areas where she can focus their learning. She incorporates their interests into planned activities. This helps children build on what they need to learn next. Children make good progress from their starting points.
- The childminder provides good support to the children as they play. For instance, she talks to them about what they are making and interweaves questions about what the children are doing to help them build on their understanding and listening skills. Children are confident to communicate their thoughts and ideas.
- The childminder understands how to meet the care needs of young children effectively. For example, she recognises when toddlers are becoming tired and swiftly draws activities to an end to offer cuddles. Toddlers are comfortable with her and fall asleep quickly. This promotes their emotional well-being effectively.
- Children make good progress in their physical development as they move around to explore interesting toys and the learning opportunities available to them. For example, the childminder models positive play and encourages them to 'keep trying'. Children show good hand-to-eye coordination as they balance bricks to create towers, show determination as they try to fit pieces into inset puzzles,

and use shape-sorting toys with success.

- Children's communication and language skills are supported well. They greet one another in the morning and choose activities they can do together. The childminder engages them in conversation about their interests and lives. They recall words, such as 'Halloween', 'bats', and 'spiders', and talk happily about their experiences. She extends their language by sharing new words.
- Children have good opportunities to be creative and imaginative. They enjoy sharing books with childminder and looking at familiar pictures in their favourite storybooks. The childminder encourages their creativity with resources such as paint, crayons and glue. They learn to hold writing tools with a thumb and two-finger grip, and they describe what they are drawing.
- The childminder engages well with parents. For example, parents enjoy receiving daily updates and photographs. Parents share in their children's learning at home and report that the childminder is 'warm and caring'. However, the childminder does not consistently exchange information about children's development with other early years settings which children may attend in order to successfully promote continuity in their learning.
- The childminder strives to make improvements to her practice. She seeks views from parents and values their feedback. She reads about changes in early years and works closely with other childminders to share good practice. However, she does not focus sharply on developing her good teaching skills to the very highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She ensures her safeguarding knowledge is kept up to date and regularly reviews the child protection policy. The childminder recognises signs that may indicate a child is at risk of harm. She has procedures in place and knows what to do if she has any concerns about a child's welfare. The childminder's home is safe and secure, and daily risk assessments are undertaken to protect children's welfare.

What does the setting need to do to improve?

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

- develop links with other settings that children may attend so that information about children's achievements is shared
- focus professional development on ways to enhance teaching practice to the highest level.

Setting details

Unique reference number	EY449753
Local authority	Staffordshire
Inspection number	10075218
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	25 April 2016

Information about this early years setting

The childminder registered in 2012 and lives in Wombourne, Wolverhampton. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- 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 relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written 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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