

Childminder report

Inspection date:

26 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children thrive in this warm and welcoming learning environment. On arrival, they settle quickly and make their own free choice during play. They form strong bonds with the childminder and other children attending. Children cooperate well and are kind and helpful towards each other. For example, older children imitate the childminder and repeat the word 'digger' to younger children when they present the toy vehicle to them. This helps to support their developing vocabulary. Young children concentrate well for their age. For example, they enjoy making marks on a chalkboard. The childminder demonstrates how to make different marks, such as circles. Older children give meaning to the marks they make with paint. They enjoy using different colours to add features such as eyes. The childminder further extends the children's learning, as she encourages them to mix paints together to make new colours. Young children use their imaginations as they play in the role-play kitchen, pretending to make drinks and eat the food they have prepared. Older children make up their own stories as they play with a toy castle and small-world figures. The childminder asks appropriate questions to extend their ideas and take the story further. Children enjoy visiting the local library where they can choose their own books to take home and share with their parents. The childminder provides information sheets for parents to provide suggestions on how to support children's reading at home.

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

- Relationships between the childminder, children and their families are good. The childminder gathers information from parents about their children from the start and they continue to work together throughout their time at the setting. As a result, children settle quickly. Parents feel fully informed about the activities their children engage in and are very pleased with the progress their children make.
- The childminder provides children with a broad range of activities in her home for them to explore and play. Children attend a wide variety of groups throughout the week to further develop their experiences and extend their knowledge and skills. The childminder regularly observes children in their play. However, her assessments of children's achievements are not always precise enough to clearly identify their next steps in learning. As a result, the childminder does not consistently build on the skills children need to learn next, to raise their achievements to an even higher level.
- Children are very well behaved. They learn to share and take turns during their play. The childminder is a good role model for positive behaviour, and children show care and consideration towards each other. Children are praised in a consistent and meaningful way that increases their self-esteem and emotional well-being.
- The childminder is committed to developing her own knowledge and skills. In

addition to sharing ideas and information with a network of other childminders, she regularly accesses training. The childminder continually searches for information and ideas to support children's individual needs and enhance the activities available.

- The childminder provides children with healthy meals and snacks. Children are learning the importance of good hygiene practices, such as washing their hands before meals. Children have daily opportunities for exercise and fresh air. For example, they walk to local groups and enjoy sessions at the soft-play centre.
- Parents are very pleased with the care provided by the childminder. They comment that their children enjoy the 'loving and fun' environment. Their children grow in confidence, become more independent and are getting ready for school. The childminder gathers feedback from parents and children, and uses this to help to identify any areas for further development. For example, the childminder is developing the outdoor area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge of potential signs of abuse and the action she is required to take if there are any concerns about a child's welfare. She attends safeguarding training and ensures her policies and procedures are regularly updated. The childminder shows a good knowledge of wider child protection issues. Regular checks are carried out to ensure that all areas of her home used by children are suitable. The premises are safe and secure. For example, the childminder keeps all external doors locked. There are regular fire drills and the childminder supervises children closely at all times.

What does the setting need to do to improve?

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

- use assessments more precisely to clearly identify children's knowledge and understanding in order to plan suitably challenging activities, to help children make even better progress.

Setting details

Unique reference number	255374
Local authority	Walsall
Inspection number	10115978
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 May 2013

Information about this early years setting

The childminder has been operating since 1985 and lives in Walsall. She provides care all year round from 7am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Dawn Robinson

Inspection activities

- The inspector had a tour of the childminder's home and asked her to discuss how her curriculum is implemented and how this meets the needs of the children attending.
- The inspector looked at a range of documentation, including the childminder's certificates and evidence of the suitability checks completed for the childminder and the members of her household.
- The inspector spoke to the childminder and children throughout the inspection. She asked the childminder to evaluate her own practice.
- The inspector observed the quality of teaching and evaluated the impact on the quality of learning.
- The inspector spoke to parents and took account of their written comments.

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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