

Childminder report

Inspection date:

16 March 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

The childminder provides a warm, welcoming and homely environment for children. The dedicated play space is bright, engaging and well resourced to help ensure children's interests and learning needs are continuously taken account of. Children show they are happy and feel safe in the care of the childminder. For example, they excitedly interact with visitors to the childminder's home. They develop strong attachments with the childminder and feel secure in her care. The childminder helps younger children to manage their emotions well. She uses short and catchy phrases to help children to understand the rules. Children cooperate and follow instructions well. For example, they help the childminder to tidy away the toys when they have finished playing with them. Children respond well and show a developing awareness of right and wrong. The childminder offers an abundance of praise and encouragement, which helps to instil high levels of self-esteem in children. Overall, children behave well. Children are effective communicators and make good progress in their speech development. They delight in talking about the insects they found on a recent trip. The childminder knows children and follows their unique interests well. For example, she recognises children are currently exploring an interest in construction and transport. She supports this by taking the children to see the new houses being built in the community, where the children can watch vehicles at work.

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

- The childminder is committed to continually updating her and her assistants' knowledge and skills. She seeks out training opportunities, including formal training and other types of online research. The childminder is reflective and values feedback from parents to help her identify and act on areas for development in the provision.
- The childminder teaches children how to handle books by opening and closing the pages and showing that they open pages from right to left to follow the story. The childminder uses clear, simple language to help develop children's speech well. She reads stories every day and introduces many new words, such as 'pupa' and 'larva'. However, on occasion, she does not explain what they mean, or give children sufficient time to think about the words they are hearing, to extend children's learning even further.
- The childminder provides children with a wealth of experiences that help them to learn about the local area where they live. She teaches children about the importance of waste and recycling. For example, after lunch, the children know the correct bin to place their leftover packaging. Children enjoy visits to many interesting places, including wildlife reserves and National Trust houses and parks.
- The childminder successfully embraces inclusion and diversity throughout her

practice. She provides resources carefully to make sure they reflect positive images of diversity. For example, children consider why the doll may need walking sticks and compare the differences in skin tones and costumes. Children learn about different festivals and celebrations from around the world.

- The childminder prepares nutritious meals for children and promotes their good health. For example, she takes them to visit the dentist, where they can sit in the dentist's chair and pretend to have their teeth examined. Children wash their hands before they eat and have a good awareness of hygienic practices.
- The childminder plays alongside children and follows their interests. She skilfully weaves learning into their play by giving clear explanations and demonstrating how to do key tasks. For example, she reminds children of the risks when using the egg slicer and talks about sizes such as 'whole' and 'half' when children cut their sandwiches for lunch.
- Children are well prepared for their next steps in learning. They show a developing ability to concentrate on activities that interest them. The childminder allows children to persevere when they encounter problems. For instance, she shows them how to turn the jigsaw pieces and look at the shapes so that they can be successful independently.
- The childminder values parents as partners. She shares verbal feedback daily that helps to keep parents informed. Parents are complimentary about the childminder and the progress their children make. The childminder also shares some information with parents regarding planning for their children's next steps. However, this is not done often enough in order to provide parents with information that promotes targeted learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the procedures to follow should she have any safeguarding concerns. She understands the signs and symptoms that may present if a child is being abused. The childminder also ensures her assistants can follow the same approach. Together, they attend training to ensure their knowledge is up to date. They are aware of the wider safeguarding concerns that affect children and their families. The childminder carries out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use.

What does the setting need to do to improve?

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

- develop the teaching of communication and language to increase children's ability to learn and pronounce new words
- strengthen partnership working with parents and provide even more information on how parents can extend learning at home.

Setting details

Unique reference number	EY388735
Local authority	Staffordshire
Inspection number	10074213
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 January 2016

Information about this early years setting

The childminder registered in 2009 and lives in Wolverhampton. She operates all year round from 7.15am to 5.30pm, except for bank holidays and family holidays.

Information about this inspection

Inspector
Beverley Devlin

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the provider. This has included the effect these measures have had on the current attendance of the children.
- During a learning walk, the inspector and the childminder discussed the quality of observations, planning and assessment and children's progress.
- The childminder and the inspector conducted a joint evaluation of practice.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to the childminder and the children at appropriate times during the inspection. She took account of parents' views through their 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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