

Childminder report

Inspection date: 28 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 demonstrate that they are confident and self-assured in the childminder's care. They initiate their own play and comfortably ask the childminder for help when needed. Children make good progress across all areas of learning. They are happy, safe and secure, and enjoy their time with the childminder, who has a good sense of fun. Children enjoy local nature walks and excursions to farms. These, and other experiences, help contribute to children's developing awareness of people, the wider world and the changing seasons. The childminder provides interesting activities and resources to help children learn about diversity. For example, children take part in activities to mark different festivals and traditional events.

The childminder provides children with consistent guidance to promote positive behaviour. Children demonstrate kindness and respect towards their friends. For example, older children share resources and take turns, while the childminder supports younger children with this. The childminder frequently offers children praise and encouragement as they play. This supports their self-esteem and motivates them to try new things. Children behave well, they are polite and demonstrate good manners.

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

- The childminder skilfully uses mathematical language during everyday tasks and activities. This helps children learn to recognise numbers in the environment, and learn about concepts such as quantity. For example, while outdoors, children fill their containers with water and discuss if they are full, half full or empty. Younger children sing number songs and are encouraged to count out objects and name shapes in the environment as they play.
- Partnerships with parents and professionals are well established. The childminder understands the importance of forming close partnerships with other settings that children may attend, to ensure continuity in children's learning. Parents report that they are very happy with the service the childminder provides and the progress their children are making. The childminder ensures that parents are kept informed about every aspect of their children's care and education.
- The childminder and co-childminder are dedicated to providing high-quality provision for children and parents. They reflect on their continued professional development well and undertake regular training to help them improve further. Parental feedback is used to help the childminder evaluate her setting and decide on improvements she would like to make. The childminder meets regularly with other childminders to exchange ideas and good practice.
- Children have access to an abundance of books and props to enhance their early reading skills. During the inspection, the childminder and children enjoyed 'We're

Going on a Bear Hunt'. Older children show good imagination as they recall the story with actions and movement. For example, children excitedly hide under the blanket as they pretend they are being chased by the bear in the story.

However, occasionally during adult-led activities, children wait for too long and become distracted by other resources nearby and, therefore, do not engage fully.

- Children are very willing to try new things and have a positive attitude towards learning. The childminder provides children with opportunities to use technology in their play. Younger children press the buttons and learn how to switch on and off their toys. Babies are delighted to discover different lights and sounds as they experiment with technology toys. Older children put a toy camera to their eye, they say 'cheese' and enjoy taking photographs of their friends.
- The childminder supports children's independence well. Older children manage their own personal hygiene needs and learn to understand that they need to wash their hands to remove germs. Younger children and babies are developing skills, such as feeding themselves and drinking from a cup. Children select and chop their own fruit and pour their own drinks. This supports their self-help skills and prepares them for school. However, at times, the childminder brings activities to an abrupt end, for instance to follow the setting's care routines. This means children are not always able to maintain deep levels of involvement and concentration.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms that might indicate a child is at risk of harm. She is alert to the possible indicators of when a child may need help, and knows the relevant agencies to contact and procedures to follow about her concerns. Both the childminder and co-childminder attend training to ensure their safeguarding knowledge is up to date. For example, they have both undertaken recent training which has equipped them with an awareness of wider child protection issues, such as radicalisation and exploitation. The childminder follows agreed procedures around accidents, including arrangements to provide first aid.

What does the setting need to do to improve?

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

- enhance adult-led activities so that they help to fully promote children's focused attention
- organise daily routines to give children more time to complete activities at their own pace and consolidate their learning.

Setting details

Unique reference number	EY479286
Local authority	Staffordshire
Inspection number	10076145
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	0 to 13
Total number of places	6
Number of children on roll	13
Date of previous inspection	3 March 2016

Information about this early years setting

The childminder registered in 2014 and lives in Codsall, Wolverhampton. She also works with a co-childminder from her registered address in Perton, Wolverhampton. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Beverley Devlin

Inspection activities

- The inspector completed a learning walk of the premises. She observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.
- 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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