

Childminder report

Inspection date: 10 March 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 happy and settled and enjoy the time they spend with the attentive childminder. The childminder meets children's individual needs well. For example, she recognises when children become tired or hungry and responds to them quickly and effectively. This helps them to feel safe and secure in her care. The childminder knows the children well. She can confidently talk about their abilities, likes and dislikes and family backgrounds. Children have formed strong relationships with her. The childminder has high expectations for children's learning. She uses her good teaching skills to support children to develop their communication and language skills. For example, she introduces a story sack based on the book, 'The Hungry Caterpillar'. She makes good use of props to help to bring the story to life. This helps children to gain the early literacy skills they need in readiness for reading when they start school. Children develop good listening and attention skills. They demonstrate what they have learned as they recall their favourite stories and talk about the characters in the books. Children demonstrate good independence. Babies learn to feed themselves. Older children use the toilet independently and put on their own shoes and coats.

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

- Children respond promptly to instructions, such as when they are asked to share resources. They behave well and learn to follow the house rules. Children are polite, respectful and courteous. This is illustrated as they greet their friends and the inspector when they arrive.
- The childminder encourages children to lead a healthy lifestyle. Children enjoy plenty of opportunities to be physically active in their play and develop good control and coordination. Children learn to keep themselves safe. The childminder reminds them to hold on as they whizz down a ramp using wheeled toys.
- The childminder provides children with a well-resourced, stimulating environment. She uses accurate assessments of children's learning to plan activities based on what they need to learn next. However, at times, the childminder over-directs children during activities, which impacts on their exploratory play.
- The childminder provides regular opportunities for children to sing and listen to songs and rhymes. This helps to promote their growing vocabulary.
- In general, the childminder uses her good teaching skills to help consolidate and extend children's learning as she joins in their play. For example, as children post different coloured balls into an electronic toy, she teaches them to count and identify colours. However, occasionally, the childminder interrupts children's play to move them on to other activities, preventing them from reaching their own goals and conclusions to their play.

- All children, including those with special educational needs and/or disabilities, make good progress from their starting points. They are well prepared for their next stage of learning, including their move on to school.
- The childminder accesses targeted training opportunities, which have a positive direct impact on children's learning outcomes. For example, she has recently attended training on promoting speech and language development to enhance the learning experiences of the children who attend.
- The childminder takes a professional approach to continuous improvement, gaining the views of parents and children in her evaluation of her setting. This helps her to continuously improve her service.
- Parents speak very highly of the childminder and comment that she makes a 'real difference to children's speech and language development'. She encourages parents to take home their child's learning journals to view their progress and to add their own comments. This helps to promote positive partnerships with parents and provide the opportunity for parents to extend their children's learning at home.
- The childminder has built strong partnerships with other providers who share the care of children. For example, she meets regularly with staff from other settings to exchange information regarding children's progress and next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms that may indicate a child is at risk of harm. She has a good understanding of wider safeguarding issues and understands how to identify and report any concerns. The childminder understands she must ensure required suitability checks are completed for all adults living in the home. The childminder ensures that external doors are locked at all times when children are on site. She supervises children effectively at all times. This helps to ensure that children are safe in her care.

What does the setting need to do to improve?

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

- give children enough time to explore, solve problems independently and develop their own ideas in their play
- enable children to complete their play and consolidate their learning before being moved on to other activities.

Setting details

Unique reference number	252014
Local authority	Wolverhampton
Inspection number	10115972
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	1 to 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	6 May 2015

Information about this early years setting

The childminder registered in 1989 and lives in Wolverhampton. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector had a tour with the childminder of the parts of her home and garden that she uses for childminding, and discussed how the curriculum is organised.
- The inspector observed activities and reviewed the childminder's quality of teaching. She held discussions with the childminder about children's learning and how she reflects on the quality of her service.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and the adults living and working on the premises.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents spoken to on the day, along with some written views.

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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