

Childminder report

Inspection date: 25 April 2022

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

The childminder is passionate about providing a calm and nurturing environment for children to play and learn. Consequently, all children are happy, safe and settled. Children are provided with a wide array of activities and resources to engage with. They explore their environment confidently and independently. Children have fun as they role play as builders using tools, such as hammers and screwdrivers. They also enjoy being imaginative in the home corner. For example, children dress up as doctors and tell the childminder, 'You are too hot, you need to lie down and rest'. All children develop secure relationships with the childminder. They interact well and play cooperatively together.

Children demonstrate a positive attitude to their learning. They show high levels of concentration and perseverance in activities. For example, when children are completing a jigsaw, they keep looking for the piece they can not find. The childminder supports them by encouraging them to use the picture and find clues for the next piece. When children say, 'It is too hard', she gently encourages them to keep trying.

Children are respectful to each other and, overall, they behave well. This is because the childminder uses positive language throughout her interactions with them. Any unwanted behaviour is swiftly and appropriately dealt with.

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

- The childminder fosters a positive learning environment for all children to thrive. She is ambitious and is led by her desire to ensure all children acquire the skills needed to leave her setting ready for school.
- When children first start, the childminder gathers information from parents about what their children know and can do. In addition, she completes her own observations and assessments to determine children's starting points. The childminder uses this information to plan activities which support children to move towards their next stages in learning. She discusses any concerns with parents and with external agencies, if necessary. This ensures most children receive support that is tailored to their individual needs. Generally, children make good progress in their development.
- The childminder's curriculum strengthens and builds on what children already know and can do. Although the curriculum covers all areas of learning, occasionally, it lacks depth in some areas. The childminder places emphasis on children's mathematical development, which at times is above their stage of development. For example, younger children take part in group activities that explore two-dimensional shapes and recognising numbers. Consequently, children lose interest in some of the activities that are provided for them.

- The childminder provides lots of opportunities for children to develop their communication and language skills. She surrounds them with rich language, interacting with them at every opportunity. The childminder skilfully asks open questions, such as 'What do you think we can do now?'. This allows children to express themselves freely. Children are excellent communicators and respond well to the childminder's questions.
- The childminder reads stories with excitement and enthusiasm. All children enjoy story sessions. They also open and read their own books independently, using the pictures to help them tell their own story. Younger children pick out key words, such as 'cat', while older children predict what will happen next.
- The childminder works well with parents and carers. She updates them regularly on the progress their child is making. The childminder shares information about what parents can do at home, to extend their child's learning further.
- Children attend the setting before and after school. The childminder works effectively and collaboratively with other settings. She gains valuable information about what children are currently working on. The childminder then uses this information to plan activities that enhance their learning further.
- The childminder has formed strong bonds with all children. Children seek comfort from the childminder when they are upset. She gives them cuddles and reassurance. This helps to build children's self-esteem. However, there are occasions where the routine does not enable the childminder to follow the individual needs of younger children, particularly during mealtimes. Consequently, children fall asleep before they are offered their lunch, despite expressing their hunger.
- Children learn about healthy lifestyles and practices. The childminder explains the importance of washing hands to the children before they eat and is on hand to support where necessary. She also supports older children to understand the reasons why they need to eat. For example, during lunchtime, the childminder discusses with the children that food gives them the energy their body needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in safeguarding. She has a good knowledge and understanding of signs and symptoms that may indicate a child is at risk of abuse. The childminder has an effective understanding of the procedures she would follow to protect children from harm. This includes making referrals to external agencies when needed. The childminder identifies risks and hazards in the environment and takes appropriate steps to minimise these. She encourages children to tidy away resources they are no longer using. The premises are clean and safe throughout for children to attend.

What does the setting need to do to improve?

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

- develop the curriculum so that all children benefit from activities that are age appropriate, to ensure that they make consistently good progress across all areas of learning and development
- adapt the routine to take into consideration the needs of younger children, to ensure that their individual needs are consistently met, particularly during mealtimes.

Setting details

Unique reference number	EY447810
Local authority	Wolverhampton
Inspection number	10231834
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	27 September 2016

Information about this early years setting

The childminder registered in 2012 and lives in Wolverhampton. She operates all year round from 7.30am to 6pm, 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

Louise Chinyuku

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder gave the inspector a tour of her premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk discussion together. The childminder explained their intentions for children's learning and how the curriculum is implemented. The inspector assessed the impact this has on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The childminder provided the inspector with a sample of required documentation on request.

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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