

Childminder report

Inspection date:

27 September 2022

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

Children are happy and enjoy their time in this homely setting. The childminder provides a bright and welcoming environment for children to play in. They have access to a good range of age-appropriate resources indoors. They spend time in the garden and also visit the local woods. As a result, children are keen to play, learn and explore. Children learn about the world around them as they examine autumnal leaves, pine cones and acorns and find insects hidden among their sticks and logs. Children develop a love of books. They take pleasure in listening to their favourite stories being read. This helps children to learn new words and develop an understanding of how stories are structured.

Children enjoy playing with the childminder and their peers. The childminder sensitively supports children to take turns and to share. This helps children to begin to develop their social skills. Children behave well and demonstrate good manners. They listen carefully and follow the childminder's instructions. They eagerly help to tidy away toys and resources before moving on to the next activity. Children are encouraged to treat others with kindness and consideration. This helps them learn how to build friendships.

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

- All children make good progress as the childminder has a clear and well-planned curriculum in place. She plans activities that develop children's interests. The childminder organises her home and resources effectively to ensure that children can make choices about their play and learning.
- The childminder assesses the children's abilities through observations. She tracks their development and prepares activities which help children to learn and reach their next milestones. The childminder regularly informs parents of this learning and how their children are progressing. However, sometimes, the most able children are not challenged enough, and practice could be improved by considering activities that encourage problem-solving.
- Children develop a good awareness of healthy lifestyles. The childminder provides good opportunities for children to develop their physical skills. They run about negotiating space successfully and enjoy riding tricycles and bicycles. The childminder prepares healthy meals with the children. She talks to the children about why fruit and vegetables are good for their bodies. She encourages children to think about keeping their teeth healthy.
- The childminder focuses on children's communication and language skills as a priority. She narrates what the children are doing, which allows them to hear new words. This is further promoted when children join in with songs that are familiar to them. The childminder understands that actions which match the lyrics of a song enhance children's comprehension of vocabulary. For instance,

children show delight as they sing 'Incy, Wincy Spider' and another song about a 'very large' spider.

- The childminder makes sure that all children are given time to talk. She is a positive role model and shows children that adults will listen to them and explain things. The childminder supports children to develop the skills they need for the future. She encourages them to be as independent as possible and to learn to do things for themselves, and they take pride in putting on their coats and shoes to go outside. However, occasionally, the childminder misses opportunities to extend children's understanding of mathematical concepts, such as shape, space and measure.
- Partnerships with parents are effective. Parents speak highly of the childminder and value the information she shares with them about children's learning. Daily conversations ensure parents are kept informed. This enables parents to extend children's learning at home even further. Parents say that children have formed close bonds with the childminder. They feel that children are well supported and are progressing well.
- The childminder is committed to her role. She identifies how to make improvements that support the children she cares for. She continues to reflect on her practice and takes steps to deepen her knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that could indicate a child is at risk of harm. This includes safeguarding issues, such as the risk of children being exposed to extreme views or behaviour. She knows the importance of reporting any concerns to the correct authority in a timely manner. The childminder supervises children constantly as they play, indoors and outdoors, and while they are eating. The childminder uses risk assessments effectively to ensure that her home is a safe environment and that children are well cared for.

What does the setting need to do to improve?

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

- provide more problem-solving and challenging activities for the most able children
- make better use of opportunities that arise for children to develop their understanding of shape, space and measures.

Setting details

Unique reference number	EY431108
Local authority	Staffordshire
Inspection number	10235568
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	8
Date of previous inspection	17 October 2016

Information about this early years setting

The childminder registered in 2011 and lives in Codsall, Wolverhampton. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqueline Coomer

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 childminder.
- The childminder and the inspector completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of a teaching activity was carried out by the childminder and the inspector.
- The inspector took account of the written views of parents, provided by the childminder, and spoke to children at appropriate times during the inspection.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact this has on children's learning.
- The inspector spoke to the childminder and looked at relevant documentation and evidence of suitability.

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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