

# Childminder report

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Inspection date:

2 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are keen learners who happily engage in the activities and interesting experiences the childminder provides. Children have a positive attitude towards learning. They count as they play and enjoy naming the shapes they print in the sand. Children demonstrate their understanding of the clear rules and expectations the childminder has for them. For instance, they share, take turns and are inclusive in their play. Children know where to store toys and enjoy helping to tidy away.

Children develop strong relationships with the kind and caring childminder and with each other. They learn to consider others. For example, they take turns to prepare the table at lunchtime for themselves and their friends. Children have plenty of opportunities to benefit from being outdoors in the fresh air, such as when they play outdoors in the garden or when they accompany the childminder on the school run. Children develop a good understanding of healthy lifestyles. Over lunch, children talk about the healthy food items they have in their lunch boxes and how they care for their teeth and why. Children learn to keep themselves safe. For example, they sweep up the sand that has overflowed from the sand tray and explain, 'You can slip over on the sand.'

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

- The childminder has a good understanding of child development. She carries out regular observations and assessments of children's learning. Consequently, she knows what children need to learn next to move them on to the next stage in their learning. She uses this as a basis for her broad and well-sequenced curriculum. All children make good progress from their starting points.
- The childminder manages behaviour well. She is a good role model who supports children to understand how to behave. Children share, take turns and are polite to adults and each other.
- The childminder gives children lots of praise and encouragement, which helps to boost their self-esteem. Children proudly show visitors the creations they have made.
- The childminder skilfully models language and extends children's vocabulary as they play. Children explore books independently and listen intently as the childminder reads to them. The childminder helps children to identify objects in the book, such as the 'lighthouse'. Children are fully engrossed in the stories. They squeal excitedly and shout, 'There's the shark!' as they spot the creature on each page. Children take turns to tell their own stories afterwards. They take turns to listen to their friends. This helps children to acquire good language and listening skills.
- Children gain an awareness of mathematics as they play. The childminder teaches children simple positional language, such as 'on top', 'under' and

'behind', as she interacts with children.

- The childminder ensures children have opportunities to play with other children outside of the setting, such as when she meets with other childminders at the local playgroups. This helps children to develop important social skills and confidence.
- The childminder is passionate about the service she provides and constantly strives to improve her practice. She accesses training to update her knowledge and refresh her skills. She implements what she has learned to improve outcomes for the children in her care. For example, she has recently completed a speech and language course to help her to further support children's language and communication skills.
- Children are extremely proud that they can recognise their names on their name cards. Some children can name the letters of their name, and others can write their name.
- The childminder works closely with parents. She provides them with regular updates on their children's learning and development. Parents say the childminder 'is amazing' and that their children enjoy attending. However, the childminder does not always fully support parents to help accelerate children's acquisition of toileting skills at home. Furthermore, she has not yet fully established an effective two-way flow of information about children's learning with other settings that the children in her care attend, to help to promote consistency and continuity of learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the possible signs and symptoms of abuse, including the risk to children from those with extremist views and behaviours. She knows when and where to refer a concern about a child in her care. She carries out daily risk assessments of her home and garden to help ensure that all areas are safe for children to play in. Children learn to keep themselves safe, for example, they learn how to cross the road safely. The childminder supervises the children closely at all times. She ensures that she keeps the premises locked and secure when children attend.

## What does the setting need to do to improve?

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

- work more closely with parents to share strategies to help accelerate children's acquisition of toileting skills
- strengthen partnerships with other early years settings that children also attend, to support continuity and consistency in children's learning.

## Setting details

<b>Unique reference number</b>	EY359956
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10235130
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	12 January 2017

## Information about this early years setting

The childminder registered in 2017 and lives in Wolverhampton. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

### 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 showed the inspector the areas of the premises she uses for childminding and discussed how she ensures they are safe and suitable for children to play in.
- The inspector discussed with the childminder how the curriculum had been devised and implemented and the impact that this had on children's learning.
- The inspector spoke to children during the inspection.
- The inspector observed the quality of education and assessed the impact this has on children's learning.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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