

Childminder report

Inspection date: 25 July 2024

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 they feel happy and safe in the childminder's care. They move around the childminder's warm and welcoming home with confidence. They independently access resources to play with and make choices about where their learning takes place. The childminder treats the children with kindness and is always on hand to offer reassurance and cuddles when children need them. This helps to support children's sense of belonging and confidence.

The childminder provides a clear vision for the progress she would like children to make by supporting children to be ready for their next stage in life. She promotes a 'can-do' attitude, which children demonstrate when putting their own shoes on or accessing the toilet independently. The childminder gathers a range of information from parents and other education settings the children attend to meet the learning and care needs of the children effectively.

The childminder regularly plans trips and outings to enhance children's learning experiences. Children learn about their wider community with trips to museums, local parks and groups. They talk excitedly about learning sign language on a recent trip. These experiences help children to develop their social skills and confidence while learning about the world around them.

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

- The childminder provides children with a wide variety of resources and experiences that they enthusiastically play and join in with. Children show high levels of focus and concentration throughout their play. For example, they spend a long time in the sandpit creating 'milkshakes' and 'ice creams', which they share proudly with the childminder.
- The childminder plays alongside children with enthusiasm. She responds to what they say with interest. This encourages children's communication and language development. However, in her eagerness to communicate with the children, the childminder does not always allow children time to pause and reflect. On these occasions, children do not benefit from enough time to process the information and respond before new information is given.
- Children benefit from stories, songs and rhymes. The childminder looks at books and reads stories with the younger children. They listen with concentration to the childminder as she reads with a slow pace, pronouncing words clearly and asking simple questions. The children laugh as the childminder recreates animal noises and they mimic these themselves. Children have regular trips to the library where they choose books and join in with library-led sessions. This supports children's love of stories and understanding the importance of reading.
- The childminder encourages children to develop perseverance when they cannot

do something. For example, younger children use scissors and cutters to manipulate play dough, and the childminder supports them through modelling and simple instructions. Children keep on trying and relish in their achievements.

- Parents are happy with the care their children receive. They speak fondly of the childminder, describing her as 'extended family', and praise the support she offers the children. The childminder shares information effectively with parents during collection times, for example about children's daily activities and progress in their development. This supports children's continued learning at home.
- The childminder reflects on her own professional development. She identifies gaps in knowledge and actively seeks out training opportunities to develop these areas and provide better outcomes for children. For example, the childminder accesses a communication toolkit to support children with their speech.
- The childminder is friendly and calm in her approach. Children generally behave well and are reminded of behaviour boundaries. However, when children display unwanted behaviours, the childminder does not always explain why she is asking them not to do something or the impact of their actions. As a result, children do not gain a clear understanding of the impact their behaviour has on others.
- The childminder keeps children safe in her home and during outings in the community. She carries out risk assessments and explains risk to the children during activities. This is embedded in the children's learning as they confidently talk about washing their hands before handling food items so they do not spread germs and make people unwell with their food.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop behaviour management strategies further to support children's understanding of why behaviour boundaries are in place and the impact of their behaviour on others
- provide children with more consistent opportunities to pause and reflect when asking questions to further extend their critical thinking skills.

Setting details

Unique reference number	252013
Local authority	Wolverhampton
Inspection number	10350470
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 September 2018

Information about this early years setting

The childminder registered in 2001 and lives in Wolverhampton, West Midlands. 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 3. The childminder is in receipt of early years funding for two-year-old children.

Information about this inspection

Inspector
Danie Ellson

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 inspector viewed the indoor and outdoor learning environments.
- The childminder spoke to the inspector about the curriculum and what she wants children to learn.
- The inspector observed the children's play and carried out a joint observation with the childminder.
- The inspector considered the views of parents provided on the day of inspection.

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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