

Childminder report

Inspection date: 22 October 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

The childminder is kind and caring towards the children. She provides them with a welcoming home-from-home environment. The childminder helps children to develop their independence and confidence. During the day, she encourages children to do as much as possible for themselves. Children show pride in their achievements. When children arrive at the childminder's home, they sit on the stairs and take off their shoes and coats independently. They proudly point out how they can unfasten their shoes by themselves. The childminder and any assistants develop strong bonds with the children. Children demonstrate that they feel happy and content in their care. For example, children go to them for impromptu hugs. Babies settle quickly from the moment they start, enabling parents to confidently leave their children in the childminder's care. Children develop a love of books and stories. They regularly select a book and take it to the childminder to read to them. At story time, children sit and listen intently. The childminder helps children to learn to be kind and respectful to others, and they learn right from wrong.

Children develop a positive attitude towards their learning and make good progress during their time with the childminder.

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

- The childminder bases her curriculum on the learning needs, interests and current abilities of the children who attend. She carries out regular assessments of children's learning to help her to ensure that children are making good progress. However, during adult-led activities, the childminder does not always adapt the activity and her teaching to build on children's existing knowledge. This results in occasions when children are not fully motivated and engaged in their play.
- The childminder has high expectations for children's behaviour and is a good role model. She teaches children to share, take turns and be kind to each other. Children respond positively to the regular praise and encouragement provided by the childminder. Children behave well and use good manners unprompted.
- The childminder helps children to build their communication skills. She listens with genuine interest to what children have to say. The childminder acknowledges babies sounds and gestures, so they learn that their communication is important and valued. The childminder provides children with plenty of opportunities to listen to and learn new vocabulary. She sensitively repeats words when children try new ones. This helps them to learn the correct pronunciation for next time. At story time, children are fully engaged as they are encouraged to repeat phrases and name the objects and characters.
- The childminder supports children to learn about healthy lifestyles. Children enjoy time outdoors in the childminder's garden. They are enthusiastic as they

join in the daily dance routine. Children stretch, crouch down low and jump around as they copy the actions. Babies smile broadly as they clap to the music and shake their bodies. The childminder provides children with healthy snacks and ensures that children have access to fresh drinking water throughout the day.

- The childminder supports children to develop their independence. Children enjoy the small tasks the childminder gives them, such as helping to tidy away toys. Children learn to find their own belongings when they need them. For instance, when children feel thirsty, they help themselves to their water beakers.
- Partnerships with parents are strong. Parents speak highly of the childminder and the good service she provides. They comment on how the childminder keeps them regularly updated on the progress their children make during their time with her. Parents say their children are happy in the childminder's care and look forward to being with her.
- The childminder and her assistants work well together as a team. The childminder supports any assistants with regular supervision to help them to provide good quality learning experiences for the children who attend. However, professional development is not precisely targeted for herself or her assistants to help to raise their knowledge and skills even further.

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:

- reflect more precisely on the planning and delivery of adult-led activities
- target professional development plans to strengthen teaching skills and knowledge even further.

Setting details

Unique reference number	2599842
Local authority	Wolverhampton
Inspection number	10369191
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 9
Total number of places	12
Number of children on roll	13
Date of previous inspection	17 October 2022

Information about this early years setting

The childminder registered in 2020. She lives in the Goldthorn Hill area of Wolverhampton. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The inspector spoke to parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation.

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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