

Childminder report

Inspection date: 10 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are content and settled in the childminder's inviting home. They make good progress from their starting points and are confident. They are highly engaged and learn through a range of exciting activities. Children enjoy being outside in the childminder's safe and secure garden. They practise their physical skills on the climbing apparatus and work together to make dens. Children have lots of fun visiting the local woods where they act out different stories, such as 'The Gruffalo'. Children learn about nature and the natural world. They enjoy bird watching and talking about the different birds they see in the childminder's garden. They learn to develop their fine motor skills as they use spray bottles to clean flour off the toy fire engines. The childminder talks to children about people who help us and how to keep safe. For example, they know to call the emergency services in case of a fire. Children are supported well to develop their independence and self-care skills. For example, they chop fruit for snack time and grate cheese to put on their homemade pizzas. Children's behaviour is excellent. They respond well to the clear instructions given to them by the childminder and carry out age-appropriate tasks.

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

- The childminder encourages children to play happily and provides a narrative for what they are doing, which helps children to learn new words in context. However, she has not considered how to organise her indoor environment to provide opportunities for children to freely access and select resources which support them to lead their own play and learning.
- Children take part in enjoyable outings which help them to learn about the world around them and the community they live in. For example, they visit the library and the local supermarket, where children search for ingredients on their shopping list. The childminder helps children to learn about healthy foods and where food comes from. For instance, children help to grow and harvest fruit and vegetables in the childminder's vegetable patch and use the produce in cooking activities.
- The childminder meets regularly with another childminder to share good practice and ideas. She takes children to the local playgroup to provide opportunities to develop their social skills and to build wider friendships. The childminder is reflective and continually evaluates her practice and provision.
- The childminder acts as an excellent role model for the children. She speaks calmly and asks questions to support their thinking skills. Children are supported to develop a love for books. They snuggle up to the childminder as she reads to them and they chat together about what they see in the pictures. However, on occasions, the childminder asks the children questions in quick succession and provides ideas and answers before children have time to think and respond.

- Children form strong attachments to the childminder and build close bonds with her family. This helps children to feel safe and secure. The childminder knows the children well. She talks confidently about their interests and areas of learning where they need more help and support.
- The childminder completes accurate observations of children's learning. She regularly takes photographs of the children engaged in their play and activities. She shares these with parents on their children's online learning journey. The childminder encourages parents to be involved in their child's learning. For example, children take home a soft toy named 'Goz', and each family documents and shares their adventures. This helps to give children a sense of belonging and pride as they excitedly talk to the childminder about the fun they had with 'Goz' when they return.
- The childminder has established positive relationships with parents. She gathers valuable information about their child's individual needs and abilities. Positive written feedback from parents and older children demonstrates the high regard they have for her. Parents say she is always friendly, and their children are always happy in her care. The childminder is keen to continue her professional development to further enhance her already good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that may indicate a child is at risk of abuse or neglect. She has excellent knowledge of safeguarding protocols and actions to take if there are any concerns over a child's welfare. The childminder keeps her knowledge up to date on wider safeguarding issues, including preventing children from being drawn into extreme situations. The childminder implements a variety of records, policies and procedures which help to support children's welfare. Her home is safe and secure. The childminder conducts regular risk assessments of her home and when she takes children on outings.

What does the setting need to do to improve?

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

- review the organisation of resources to encourage children to make their own choices and lead their own play and learning
- provide children with enough time to answer questions before offering ideas and answers.

Setting details

Unique reference number	EY263754
Local authority	Wolverhampton
Inspection number	10116043
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	3
Number of children on roll	4
Date of previous inspection	1 July 2015

Information about this early years setting

The childminder registered in 2003. The provision operates term time only from 7.30 am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- The inspector completed a learning walk with the childminder and discussed how she implements her educational programme.
- The quality of teaching and the impact on children's learning was observed by the inspector.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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