

Childminder report

Inspection date: 18 December 2019

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 thoroughly enjoy attending and respond very well to the childminder's consistent praise and encouragement. This helps them learn to be tolerant, respectful and polite to their friends. The well-organised and spacious environment supports the needs and interests of children of different ages. The childminder models good behaviour and offers children continual praise and encouragement throughout the day, which promotes their self-esteem. Children behave well, and are well mannered and considerate towards each other. The childminder talks to children throughout the day and provides an ongoing commentary as they play. She provides interesting opportunities for children to listen to stories and sing songs, and supports their communication and language skills. Children enjoy using toys and props alongside their story sessions, which promotes their greater understanding of the story and captures their attention.

The childminder supports children's mathematical development effectively. She encourages them to count as they play and recognise numerals, for example, as they look at the face on a clock. Children skilfully use small rollers and paints to paint images of their choice. They recognise different colours and experiment with the paint by mixing different colours together. The childminder displays children's artwork, which helps them take pride in their achievements.

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

- The childminder offers children effective support so that they acquire skills and a capacity to learn. She uses her knowledge of how children develop and learn to help all children make good progress, in readiness for the eventual move on to school. However, links with other settings where children attend part time are not fully effective in exchanging information to address continuity of learning for children.
- The childminder supports children to manage their own personal needs. She encourages children to do things for themselves, such as putting on their coats and footwear. The childminder supports children in making independent, spontaneous decisions about their play. Toyboxes are easily accessible to children so that children know what is inside and can select what they want to play with.
- Children are emotionally secure. The childminder warmly welcomes all children and families to ensure everyone feels a part of her family. She successfully agrees a settling-in period with parents so that children gradually get to know her and their new environment.
- Parents are very positive about the support their children receive. They are pleased with the learning experiences their children enjoy and have on a daily basis. They comment that their children's confidence and independence have

increased since being with the childminder.

- The childminder successfully builds on children's confidence and self-esteem. For example, she encourages them to take responsibility for their play environment by helping to tidy away toys and resources.
- The childminder helps children to learn about living a healthy lifestyle. Children enjoy nutritious snacks, for example, she provides children with home-cooked meals with a wide variety of vegetables and fruit. Children develop an understanding of how to prevent the spread of infection and follow effective hygiene routines, such as washing their hands before meals.
- The childminder observes and monitors children's individual progress and identifies the next steps for their learning. She offers children a curriculum with a wide range of interesting experiences and plans activities that reflect children's interests. However, sometimes during activities, she does not always reshape activities to give children the additional challenge they need to take their learning to the next level.
- The childminder places high priority on her professional development. She regularly completes training and engages with the support worker from the local authority. This extends her knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the various types and possible signs of abuse and the indicators that children may be at risk of harm. She knows who to contact should she have any concerns about a child's welfare. The childminder assesses hazards in her home and on outings effectively, to minimise potential risks. She encourages children to become aware of the risks in their play environment and manage these safely.

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 routines and group activities to help the younger children become more engaged in their learning and to provide them with further challenge
- exchange in-depth information about children's ongoing learning with other settings that they attend to promote consistency in their learning even further.

Setting details

Unique reference number	EY339249
Local authority	Wolverhampton
Inspection number	10069898
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 November 2014

Information about this early years setting

The childminder was registered in 2006 and lives in Wolverhampton. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Susan Rogers

Inspection activities

- The inspector observed activities and the interactions between the childminder and children, indoors and outdoors.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took account of parents' written views and questionnaires provided on the day and spoke to parents on the day of inspection.
- A sample of documentation was viewed, including evidence of the suitability of adults living on the premises.

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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