

Childminder report

Inspection date: 7 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	Good
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What is it like to attend this early years setting?

The provision is good

Children feel secure in the childminder's care and enjoy learning in the welcoming and stimulating environment. Resources and toys are well placed so that children can easily choose their favourite activities. The childminder extends children's language and literacy skills by using activity boards for them to display their own stories and reflect their skills and interests. The childminder has high expectations of children's behaviour. Children say 'please' and 'thank you' and take turns when they play games together.

Children communicate well and eagerly include the childminder in their play. They enjoy extending their imaginative play ideas. For example, they make lunch using play cooking utensils and then pretend to feed a doll. Children enjoy using small-world equipment and make up stories as they play, which helps their literacy skills and extends their imaginations. Children learn to recognise letters and confidently link letters to sounds. For example, they recognise initial letter sounds and are starting to understand the purpose of letters. Children develop their listening and attention skills during story time. They choose their favourite book and sit cosily with the childminder on the settee as they share a story together. Children develop positive attitudes towards their play and learning. They are confident, independent and develop good social and communication skills.

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

- The childminder monitors effectively the progress that children make. She uses her observations to assess children's progress and plan for their individual learning needs. She includes children's interests in the activities she provides to ensure they enjoy their learning. Children gain a wide range of useful skills that prepare them well for their future learning and as they move on to school. Although children recognise numerals and count as they play, the childminder does not always extend the range of mathematical opportunities to help children further their understanding of mathematics, in particular their understanding of shape, space and measurement.
- The childminder regularly gathers the opinions of parents to find out their views. She evaluates how she supports children's learning and drives forward plans to continually improve. She has recently introduced sensory materials that encourage children to discover textures and how things work. The childminder is currently developing additional space and resources in her garden to provide children with further learning opportunities.
- The childminder interacts well with children and talks to them when they play. Children develop their fine motor skills very well. They spread glue onto card and decorate their work with glitter. The childminder models language and provides children with a narrative for their play, which helps them learn new

vocabulary and extends their communication skills. She clearly repeats new words children say and asks them questions to help extend their play. However, on occasions, the questions are not fully effective in supporting children's own thinking skills and challenging them further.

- The childminder works well in partnership with parents. She exchanges information regularly with parents regarding their children's progress and the activities that their children enjoy. The childminder knows children's families well and offers a flexible service to meet their individual needs.
- The childminder networks effectively with another childminder to extend her skills, share ideas and compare positive practice. She extends her professional development and attends various training opportunities to help her update her skills and knowledge. She works closely with local schools to provide a continuous transition for children when they move there.
- Children have great opportunities for exciting trips in the local area, as well as planned visits, for example to a local art museum. They visit a local park where they enjoy more challenging physical activities. These opportunities help to develop children's awareness of their local community and their understanding of the wider world.
- The childminder supports children's emotional well-being and is caring and sensitive to their individual needs. She gathers useful information from parents when they first register their children with her. This helps her to understand their needs so that children are happy and settled. Children have close and caring relationships with the childminder. They develop a strong sense of responsibility in her care, for example, they help to tidy toys away before their lunch and develop positive self-esteem as the childminder praises them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the procedures to follow should she have any concerns about children's welfare. She is knowledgeable about the possible signs that could indicate a child is at risk of harm. The childminder knows about wider safeguarding issues and understands the procedures to follow to report any concerns. She refreshes her safeguarding knowledge through regular training and researches any changes in legislation. The childminder ensures that good safety measures are in place during outings. She encourages children to learn how to keep themselves safe. The childminder supervises children well, and carries out risk assessments to identify and reduce hazards.

What does the setting need to do to improve?

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

- use skilful questions to make the most of opportunities for children to extend

their thinking to the highest level

- extend the range of mathematical opportunities to further develop children's understanding of shape, space and measurement.

Setting details

Unique reference number	EY357226
Local authority	Wolverhampton
Inspection number	10071418
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 April 2015

Information about this early years setting

The childminder registered in 2007. She lives in Wolverhampton. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Susan Rogers

Inspection activities

- Children's play and learning were observed by the inspector. The childminder's teaching and interactions were seen, and the impact on children's development was considered by the inspector.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living and working on the premises. She also discussed the childminder's safeguarding procedures.
- The inspector reviewed written feedback from parents of the children attending.
- The inspector held discussions with the childminder at appropriate times during the inspection and participated in a learning walk of the environment.
- The childminder described to the inspector how she organises the learning environment and plans for 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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