

Childminder report

Inspection date: 11 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

The childminder prides herself on promoting children's learning. She treats children with kindness and is a positive role model. Children behave well and are happy and settled. The childminder praises children as they play and achieve, which promotes their positive behaviour and well-being. For example, children are encouraged to take responsibility in her home and help to tidy away toys after they have finished playing. This contributes to their positive self-esteem. The childminder's home is welcoming, with a wide range of toys and resources that children can easily access. Children show good levels of perseverance and are eager and enthusiastic learners. They enjoy using coloured dough to make shapes. They make pretend food with the dough and count the number of items that they make. Children manipulate the dough and use tools successfully. For example, they use rolling pins and cutting wheels. They extend their creative ideas and pretend to make meals with the dough. Children are confident. For example, they happily welcome visitors to share their play experiences. Children enjoy drawing and craft activities. Older children are starting to write their names and make marks. Children enjoy story time with the childminder and select their preferred books. The childminder skilfully alters her voice when reading to children, to sustain their interest and attention and to help their understanding of the story.

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

- The childminder forms positive partnerships with parents. She gathers information about what children can already do at the start of their placement. The childminder communicates well with parents and she keeps them updated about their children's care and learning. This supports parents well in continuing with their children's learning when they return home.
- The childminder understands her role and responsibilities. She reflects on her practice and actively drives forward improvements and further developments in her setting. She networks closely with other providers and shares positive practice and ideas. The childminder researches new ideas, concepts and legislation. She ensures that she accesses a wide range of training opportunities that extend her skills and further improve her knowledge.
- The childminder uses good teaching techniques to promote children's communication and language skills. She talks to children and repeats words for them. However, on occasions, the questions she asks do not extend children's thinking skills and offer them additional challenge in their learning.
- The childminder plans activities for children that focus on their individual interests. She observes children as they play and plans a broad and varied curriculum based on what children need to learn next. She identifies gaps in children's learning and provides well-considered support to help them make progress.

- Children are beginning to learn about the importance of healthy lifestyles. The childminder encourages children to make healthy eating choices at mealtimes. Children take part in regular outings to learn about their community and the wider world. For example, they visit local parks, museums and a farm. They enjoy more challenging physical play when they use the apparatus at the park. This helps to extend children's wider experiences and help them to learn about their local community.
- The childminder works well in partnership with other settings that have responsibility for children's learning, such as nursery schools. She exchanges information with other settings to promote continuity in children's learning.
- The childminder encourages children to solve problems. For example, they focus well as they construct a train track with the childminder. The childminder supports children to recognise numerals and count as they play. However, children are not consistently supported to recognise or use mathematical language such as size, position and shape during their activities, to further extend their mathematical knowledge and understanding.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to keep children safe and engages in regular safeguarding training. She demonstrates a robust knowledge of how to identify the signs and symptoms of potential abuse that may cause concern about the well-being of a child in her care. She understands the procedures to follow to report any concerns she may have about a child's welfare. Risk assessments are completed regularly to ensure that all areas children access are safe and suitable. The childminder demonstrates how she would recognise a child in her care who may be at risk of being exposed to extreme ideas or behaviour.

What does the setting need to do to improve?

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

- promote children's mathematical awareness further, and make greater use of mathematical language in activities and everyday experiences, to help children gain a secure understanding of shape, space and measurement
- broaden the range of questions used to build on children's thinking skills and what children know.

Setting details

Unique reference number	EY357836
Local authority	Wolverhampton
Inspection number	10071419
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 February 2015

Information about this early years setting

The childminder registered in 2007. She operates all year round, Monday to Friday from 7am to 6pm, except bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3.

Information about this inspection

Inspector

Susan Rogers

Inspection activities

- The inspector observed the childminder interacting with the children, and the childminder and the inspector completed a joint observation together.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector discussed with the childminder how she plans for children's learning and how she monitors their progress.
- The inspector took account of the views of parents through written feedback provided.

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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