

Childminder report

Inspection date: 4 December 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

Children enjoy coming to the childminder, and they benefit from the calm and relaxed environment she provides. They build strong and positive relationships with the caring and dedicated childminder. The childminder is kind and respectful of children, which positively impacts on how they treat resources and each other. Children respond well to the childminder's positive attitude and the encouragement she provides. They behave well, and any minor disagreements are dealt with gently and fairly by the childminder.

The childminder knows what children enjoy doing, and she identifies the skills and knowledge they need to develop next. She uses this information to plan a curriculum that meets their development needs well. She has a good selection of toys that children choose from, which link to their interests. Children access a range of enjoyable experiences outdoors and in the local community. For example, the childminder takes children to local places of interest, such as parks and a farm. The childminder makes good use of effective interactions as she plays alongside children. She encourages children to think and contribute during activities, such as when reading a story. The childminder joins in with children's play in ways that help them maintain their focus and interest.

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

- The childminder is experienced and understands how children learn and develop. She provides a broad and balanced curriculum to help stimulate children's interests and learning. She adapts this to meet the individual learning needs of each child. The childminder makes good use of her observations and assessments, which supports her to identify if children are not making expected progress.
- The childminder supports children's communication and language skills well. She encourages conversations as children play. The childminder speaks clearly to children, repeating words for them to hear the correct pronunciation. She extends their conversations with comments and questions. The childminder gives lots of explanations and uses words to describe children's actions to help them to understand and extend their vocabulary.
- The childminder is a positive role model. She provides children with plenty of praise and encouragement, which supports their self-esteem and confidence effectively. Generally, children begin to develop an understanding of mathematical concepts. For instance, children recognise 'big' and 'small' Christmas trees. However, on occasion, some of the mathematical activities the childminder plans are not closely matched to children's stage of development and, consequently, children lose interest.
- Children have positive attitudes to their learning, and they enjoy the activities on

offer. The childminder interacts with them and also gives them time to play independently. She encourages children's independence, enabling them to help themselves to resources and begin to manage their own self-care. For instance, children clean their hands before lunch and take responsibility for small tasks, such as tidying away toys.

- The childminder provides a range of books to help children to develop a real interest in storybooks. She understands the importance of providing stories to support children's early communication skills. The childminder provides resources, such as crayons, stamps and paper, to enable children to engage in mark making and develop the small muscles in their hands. This supports children with their emerging literacy skills. Children learn about the world around them, but would benefit from more access to resources involving technology to prepare them for later life.
- Parents praise the care the childminder provides, commenting how well this meets their children's needs. The childminder keeps parents up to date with their children's progress and offers advice on how they can support their children's progress at home. The childminder shares information with other settings children attend to develop supportive partnerships. This helps to ensure that there is a consistent approach to children's care and learning.
- The childminder places a strong emphasis on her own professional development. She is proactive in seeking out ways to develop her own knowledge and skills. For example, the childminder completes regular online training courses and evaluates her practice to enhance the good-quality service that she provides, which benefits children.

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:

- strengthen opportunities for children to develop their understanding of early mathematics through their play
- provide more opportunities that support children to learn about technology in the modern world.

Setting details

Unique reference number	EY418648
Local authority	Wolverhampton
Inspection number	10364047
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	0 to 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 January 2019

Information about this early years setting

The childminder registered in 2010 and lives in Wolverhampton. She operates all year round, from 7.45am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting used by children to understand how the early years provision is organised.
- A joint evaluation of a teaching activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector looked at a sample of relevant records and documentation. This included evidence about suitability and training.

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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