

Childminder report

Inspection date: 2 October 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 are happy and settle well in the childminder's care. They show they feel safe and secure in the company of the childminder by inviting her into their play. The childminder gathers information about children's starting points from parents. She finds out what children are interested in and uses this information to develop a curriculum that builds on what children can already do, and what they need to do next. For example, children enjoy playing with toy cars. The childminder uses this interest to introduce early mathematics. Children count the number of cars, sort and match colours. All children make good progress from their starting points.

The childminder is a good role model and has high expectations of children's behaviour. She encourages children to think of others, share and use their manners. She praises their efforts and gives a 'high five' when they accomplish their tasks. Children respond and behave well. They understand the rules and follow instructions. The childminder encourages children to be independent. They have the autonomy to choose what to play with. The childminder further supports them by helping them with tasks, such as putting on their coats. She supports younger children with visual aids to help remind them how to complete a task. For instance, these pictures remind children how to wash their hands, which supports their learning and independence.

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

- The childminder has a good knowledge of child development. She has developed a well-sequenced curriculum that supports all children to make progress from their starting points. Children have individual next steps and the childminder integrates these into their play. For example, the childminder uses a game to develop children's sharing and turn-taking skills. However, the childminder does not always adapt her teaching when children need support to listen and concentrate. Therefore, children do not always benefit as well as they could during the childminder's planned activities.
- The childminder supports children's communication and language well. During children's play, the childminder narrates what they are doing and asks children open-ended questions to develop conversations. Children show they are confident to use their language skills as they chat with the childminder.
- Children develop skills across each area of learning. They use their imagination as they make pizza and cook with the play dough. They use small motor skills as they roll the dough in their hands to make snakes. The childminder and children sit together with books and look at the pictures. The childminder uses these opportunities to extend children's language, pointing out things of interest. This encourages children to start to develop an interest in books.
- The childminder uses the local environment to further develop children's skills.

For example, she takes them to the park to play football. This supports the development of children's large motor skills. She also takes the children to the local shops to buy products. Children are given money to pay for goods, which builds on their confidence and independence. This also helps them to learn about the wider world around them.

- Children learn about healthy lifestyles. The childminder teaches children how fruit and vegetables are good for them. She reminds them of the importance of drinking water to stay hydrated and healthy. She reinforces the need for looking after their teeth and not eating too much sugar. The childminder encourages children to independently wash their hands after using the bathroom and before food.
- The childminder is aware of the importance of her own professional development. She updates her knowledge through online training courses and webinars. She holds discussions with local teachers when she collects children from school and nursery to ensure continuity for the children in relation to the curriculum. The childminder is reflective and makes changes to practice, if appropriate, to build on the positive outcomes for children attending.
- Parents comment that they value the childminder and the care she gives their children. The childminder keeps parents up to date during their child's day. Parents know what their children are learning. However, the childminder does not consistently provide ideas for parents to support children's learning at home, based on their current learning needs.

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:

- adapt teaching during activities to fully engage children to further support their listening and concentration skills to an even higher level
- enhance opportunities to develop children's home learning to further meet their learning needs.

Setting details

Unique reference number	EY487136
Local authority	Wolverhampton
Inspection number	10355293
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	1 to 11
Total number of places	3
Number of children on roll	10
Date of previous inspection	23 November 2018

Information about this early years setting

The childminder registered in 2015 and 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 childcare qualification. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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