

Childminder report

Inspection date	10 May 2019
Previous inspection date	16 February 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder regularly attends the local early years partnership hub where she meets with the local authority adviser, other professionals and the local school. This helps her to keep up to date with the latest developments and legislation and to share good practice.
- The childminder and her assistant support children with special educational needs and/or disabilities very well. For example, they provide a calming sensory area where children look at and touch the fibre-optic lights and learn to interact with the world around them.
- The childminder closely monitors children's development across all aspects of their learning. Any gaps in children's progress are quickly identified and set as a focus. The childminder regularly observes her assistant's practice and identifies any training needed so that all children continue to make good progress.
- The assistant has undertaken training on how to encourage children to develop secure attachments and build trust in adults. Consequently, the childminder and her assistant offer a highly nurturing environment that helps children to feel relaxed and safe and to engage in new experiences.
- The childminder does not always involve parents as much as possible in identifying what children can already do when they first start at the setting.

What the setting needs to do to improve further

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

- increase the information gathered from parents about children's prior knowledge and skills, to help plan precisely for children's next steps in their learning from the outset.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector and the childminder observed the assistant carry out an activity with the children and evaluated the impact this has on their learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living or working in the household.
- The inspector held conversations with children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Linda Yates

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have attended child protection training. They are both fully aware of the signs of abuse and the procedure they must follow if they have any concerns about a child. The childminder has significantly improved the security of the premises to ensure children's safety at all times. She effectively maintains all records to meet requirements. The childminder regularly reflects on her practice and includes the views of parents and their children in her self-evaluation processes. She has attended training and has undertaken research about how to promote children's literacy skills. This helps the childminder to implement new ways to promote children's understanding of letters and their sounds.

Quality of teaching, learning and assessment is good

The childminder and her assistant use a wide range of teaching strategies that successfully develop the vital skills children need for school. The assistant promotes children's communication skills well. For example, she reads a story to the children about a caterpillar that changes into a chrysalis and then emerges as a butterfly. The assistant uses props to support children's understanding of the story. She labels objects, helping children to extend their vocabulary. The assistant provides children with opportunities to develop their understanding of numbers and colours. She extends the activity further by encouraging children to listen to the sounds of some of the props. For instance, she shakes a coconut so children can hear the milk swishing about inside and crunches the foil in her hands. The childminder and her assistant respect children's choices. For instance, they support toddlers in their play when they choose to leave the adult-led activity and explore the environment. The childminder and her assistant take children on a range of exciting outings. For example, they visit farms, museums and soft-play venues.

Personal development, behaviour and welfare are good

The childminder provides children with a nutritious and well-balanced diet. Children play with a range of equipment outside that enables them to test their physical skills. The childminder provides a stimulating, well-organised playroom with a vast range of resources that are easily accessible to children. Younger children have good opportunities to experience challenge and manage risks for themselves indoors. For example, toddlers crawl and pull themselves up to standing position by holding on to the furniture. The childminder and her assistant use effective strategies, such as praising good behaviour and positive role modelling, to help children behave well.

Outcomes for children are good

Children are continually engrossed and focused in their play. They closely observe real pineapples with magnifying glasses. Children engage in imaginary play. For example, they pretend to be a doctor and then pretend to feed the teddy bear. Children press the buttons on the programmable toys and listen to the music it makes. They are happy, self-assured and interact freely and enthusiastically with the childminder and her assistant.

Setting details

Unique reference number	306771
Local authority	Telford & Wrekin
Inspection number	10072813
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	12
Number of children on roll	9
Date of previous inspection	16 February 2016

The childminder registered in 1999 and lives in Telford. She holds an appropriate qualification at level 3 and works with an assistant. The childminder operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

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