

Childminder report

Inspection date:

20 November 2019

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children settle quickly into this homely provision. They arrive happy, confident and eager to learn. The childminder has developed strong bonds with children. She understands how they learn and what they enjoy, and uses this information to plan activities which excite and interest them. For example, children delight as they build play dough houses to represent the straw, brick and wooden houses in 'The Three Little Pigs'. They explain which house is 'stronger and safer' as they play imaginatively. Children speak fondly about the childminder and say that they 'have fun' at her house. They enjoy visits to the local park and story sessions at the library. The childminder encourages children to develop their independence. For example, they learn to handle tools safely as they cut strawberries to prepare their own snack. Children behave well. They consistently use their manners and learn how to share. The childminder is responsive and nurturing. She recognises when children are tired, hungry or unwell and acts promptly to ensure that they are comfortable.

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

- The childminder has fully addressed the weaknesses identified during the previous inspection. Her assistants have completed mandatory training in paediatric first aid and she has developed the use of self-evaluation. She now regularly obtains the views of parents and uses these to make improvements to her provision.
- Partnerships with parents are strong. Parents speak very positively about the childminder and are confident that their children are well cared for. The childminder frequently exchanges information about children's progress and encourages parents to share their children's learning journeys.
- The childminder works with parents to identify what children can do and what interests them before they start at the setting. This enables her to plan effectively for their initial steps in learning.
- The childminder is a positive role model. She constantly asks the children questions and encourages them to express their thoughts and opinions. This helps children to develop their language and conversation skills.
- Children develop their interest in books through well-planned learning opportunities. They demonstrate high levels of engagement and interaction as they enthusiastically join in with familiar refrains and recall stories.
- The childminder undertakes regular assessments of children's progress. She uses this information to focus her teaching on the skills they need to develop. As a result, children make good progress from their starting points.
- Children learn to develop healthy lifestyles. They have daily opportunities to play outdoors and enjoy healthy snacks and meals provided by the childminder. Children understand the importance of good hygiene routines. For example, they

understand that they need to use tissues to wipe their nose and must wash their hands before eating so they do not 'spread germs'.

- The childminder helps to prepare children for the transition to school. Children demonstrate good pencil control as they practise writing their names. They use flash cards and counters to complete simple mathematical sums.
- The childminder takes part in regular training to improve her practice and ensure that she is up-to-date with statutory requirements. However, she does not plan effectively for the professional development of her assistants.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has developed robust policies and procedures which help her and her assistants to keep children safe. She uses risk assessment effectively to ensure that her home is safe and secure and that children are not exposed to hazards. The childminder can recognise the signs of abuse and neglect and knows how to identify children who may be at risk of developing extreme views. She knows the steps to take if she is concerned about the welfare of a child.

What does the setting need to do to improve?

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

- focus more sharply on the professional development of assistants in order to continue to raise the quality of teaching and learning.

Setting details

Unique reference number	506545
Local authority	Shropshire
Inspection number	10085590
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	18
Number of children on roll	4
Date of previous inspection	13 November 2018

Information about this early years setting

The childminder registered in 1997 and lives in Market Drayton, Shropshire. She operates Monday to Friday from 8am until 5.30pm, all year round, except for family holidays. The childminder holds a relevant level 3 qualification and occasionally works with two assistants. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Justine Cope

Inspection activities

- The inspector held several discussions with the childminder. She viewed a sample of documentation, including evidence of the suitability of the childminder's assistants and persons living in the household.
- The inspector carried out a learning walk around the premises with the childminder and discussed how she promotes children's learning.
- The inspector observed the quality of teaching during an activity and jointly evaluated this with the childminder.
- The inspector took account of verbal and written feedback from parents. She spoke with children at appropriate times during the inspection.

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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