

Childminder Report

Inspection date

24 April 2017

Previous inspection date

12 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 has established good partnerships with parents and other providers. For example, she works closely with parents to ensure children's continuity of care and learning. She encourages them to share information about children's achievements at home.
- The childminder supports children's communication and language development skilfully. For instance, she talks to children as they play, helps them to extend their vocabulary and encourages them to use their words to communicate.
- Children make good progress and are well prepared for their next stages in learning. They are happy, secure and motivated to learn. Babies and young children are curious and make decisions confidently about their play.
- The childminder supports children's emotional development effectively. For example, she helps children to explore facial expressions and how these link to feelings and supports their self-esteem as they enjoy successes in their play.

It is not yet outstanding because:

- The childminder has not fully developed assessment routines to check more precisely on children's learning and help them progress more rapidly.
- Children's independence is not consistently encouraged and the childminder completes some tasks that they could try for themselves.

What the setting needs to do to improve further

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

- improve assessment routines further to help identify where children might make quicker progress in their learning?
- recognise when to give children more time to manage tasks independently, in order to help them make even better progress.

Inspection activities

- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, including to evaluate an activity, and children at appropriate times during the inspection.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of how to keep children safe. She has a clear understanding of the process to follow should she need to report any concerns about a child's well-being. The childminder reviews her practice effectively. She values the contributions that parents make and seeks their views to identify further areas for improvement. The childminder is committed to continuing her professional development and improving outcomes for children. For example, she keeps updated with government changes and finds new ideas to help excite children in their learning.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how to help young children progress well towards their next steps in learning. She plans a good range of activities based on their interests and stages of development. For instance, babies develop the confidence to walk without support as they chase bubbles. The childminder helps children develop their understanding of the world. For example, children learn how plants grow from seeds and observe changes over time. The childminder supports children's mathematical understanding skills effectively. For instance, she helps them to recognise numbers and shapes.

Personal development, behaviour and welfare are good

The childminder provides a welcoming, well-organised home environment for children. She is caring and affectionate. Children demonstrate secure and trusting relationships with her. The childminder is a good role model and children behave well. She encourages children to share and be kind towards each other. She helps them learn to respect their differences. For example, children play with toys that represent cultures from around the world and take part in community events. The childminder supports children's good health effectively. For instance, she encourages parents to provide healthy meals and snacks. She plans daily opportunities for children to be active.

Outcomes for children are good

Children develop good social skills. They enjoy involving others in their play and learn to manage their feelings. Children progress well with their communication and language development. For example, babies copy familiar words and sounds and older children start to link words together. Children are curious and enjoy exploring the effects made as they press buttons to create sounds and lights. They develop good physical skills. For example, they learn to use bats and balls and construct with blocks. Children benefit from opportunities to use their early literacy skills. They enjoy sharing books and are keen to practise their writing skills.

Setting details

Unique reference number	EY241647
Local authority	Shropshire
Inspection number	1091521
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	12 February 2015
Telephone number	

The childminder was registered in 2002 and lives in West Felton, Shropshire. She operates all year round from 8am to 5.30pm, Monday to Friday. She holds a relevant early years qualification at level 3.

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