

Childminder report

Inspection date	26 June 2019
Previous inspection date	6 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

- Parents comment that they are very happy with the care provided. They say that their children thoroughly enjoy coming to the childminder's home and benefit from the wide range of experiences that she offers. They fully appreciate her flexible approach to meet the individual needs of their family.
- The childminder uses effective methods of observation and assessment to support children's continued progress. She knows the children well and has a good knowledge of the skills they need to develop next.
- The childminder has good plans in place to emotionally prepare children to move into school. For instance, she reads stories to them about starting school and takes them to visit the local school to familiarise them with the environment.
- Children learn the daily routines quickly. For example, they know that they need to take their shoes off when they come indoors, help to tidy away toys and wash their hands before they eat.
- The childminder plans regular outings for the children, such as taking them to toddler and childminding groups, nearby parks and the soft-play area. All trips are well risk assessed to ensure that all potential hazards are identified and minimised.
- Occasionally, during planned activities children are not challenged as effectively as possible in their learning.
- The childminder does not consistently build effective links with other settings that children also attend to enable her to share information about learning and development.

What the setting needs to do to improve further

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

- extend the level of challenge children experience during planned activities, to help them make the best progress possible
- strengthen links with other settings to help fully support children's learning and share information about their achievements, interests and needs.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector took account of parents' written comments.
- The inspector carried out a joint evaluation of a planned activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documents, such as policies, training and children's records.
- The inspector looked at evidence of the suitability of persons living in the household.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a robust understanding of child protection referral procedures and the action to take in the event of a concern about a child in her care. She takes a proactive approach to keep her knowledge up to date in order to safeguard children. For example, she has attended recent training to extend her understanding of the wider safeguarding concerns. The childminder considers the views of parents and children when planning improvements to her practice. For example, she asks parents to complete questionnaires and share their ideas for developments. Partnerships with parents are good. The childminder has effective arrangement to share details about children's learning. This approach promotes continuity between their home and the childminder's setting.

Quality of teaching, learning and assessment is good

The childminder uses effective teaching strategies to help children learn. For example, she shows them how to do things and then encourages them to try for themselves. Young children demonstrate a good understanding of counting and using numbers. The childminder supports this aspect of their learning effectively. For example, they count how many cars they have and how many scoops of rice will be needed to fill the cardboard tube. The physical skills needed for writing are developed as children use tweezers to collect small items. The childminder encourages children to hold a conversation, questions them why things happen, and gives them an explanation when they do not know. For example, she tells them the name of the magnifying glass when they call them binoculars, explaining the similarities and differences well.

Personal development, behaviour and welfare are good

Children thrive in the welcoming and stimulating environment, which is organised to support children's learning and development. Effective settling-in arrangements help the childminder to develop a strong bond with every child. For instance, she gathers detailed information from parents before each child starts. She uses this to help her plan for their consistent care routine and their well-being. The childminder teaches children about why it is important to have a healthy diet. She gives them clear messages throughout the day. For example, she encourages them to try a range of fruit and vegetables at mealtimes and take regular drinks of water to keep themselves well hydrated. The childminder uses effective strategies for managing children's behaviour which include positive reinforcement, in order to promote their self-esteem.

Outcomes for children are good

Children are confident and keen to learn. All children make at least good progress from their starting points. They gain the skills that prepare them well for the next stage of their learning and the eventual move on to school. The childminder supports children's early reading skills well. For example, children enjoy looking at their photographs and name card to see if they can recognise their name and that of their friends. Children show enjoyment in listening to stories and join in. For example, they identify the characters in the pictures and repeat the sounds and words used by the childminder.

Setting details

Unique reference number	EY309986
Local authority	Shropshire
Inspection number	10071217
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	6 February 2015

The childminder registered in 2005 and lives in Shrewsbury, Shropshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 5. She provides funded early education for two-, three- and four-year-old children. The childminder occasionally works with an assistant.

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