

Childminder report

Inspection date: 24 January 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children gain a wealth of useful skills that prepare them successfully for their future learning. Older children are well prepared for when they start school and make good progress in the different areas of learning. Babies gain the essential skills they need to prepare them for the next step in their development. Children are confident in their own abilities and develop good levels of independence. Older children manage their personal care routines well and help with everyday tasks, such as pouring drinks and preparing meals. Babies feed themselves and learn how to put on and take off their shoes. Children develop good social skills and learn how to show friendly behaviour to others. They understand about right and wrong choices, how to resolve conflict and the importance of sharing resources with their friends. They talk about 'teamwork'. Babies observe the behaviour of older children and eagerly join in with the play. Children progress well with their mathematical understanding. Older children learn to count accurately, recognise numbers and decide that they should cook noodles for 20 minutes in the role-play oven. Babies mimic the sounds of numbers as they handle pieces of pasta, showing their awareness of counting and use of mathematical language.

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

- The childminder values the views of parents and support from the local authority childminder agency to identify further improvements to the service she provides. She has plans to make enhancements to her garden to provide children with more opportunities to learn about the life cycle of plants. The childminder is committed to keeping her knowledge and skills up to date and attends regular training.
- Parent partnerships are strong. Parents speak highly about the care and support that their children receive. The childminder has a regular dialogue with them about their child and keeps them informed about the progress they make. This helps to provide continuity in children's care and learning.
- The childminder responds well to children's spontaneous play ideas and is accomplished at questioning children to challenge their thinking. However, she has not identified some occasions where children will benefit from a wider variety of teaching approaches to provide them with the best possible learning experiences.
- The childminder has a detailed knowledge of each child and their learning needs. She plans well for the next steps in their learning. For example, children learn about different cultures and practise their fine muscle movements. They enjoy handling soft noodles and experiment with using chopsticks and tweezers. However, the childminder does not give the fullest consideration to how she can best organise the learning environment to maximise children's interest and engagement.

- Children gain good communication skills. The childminder carefully adjusts her language to meet the needs of children at different stages of development. She helps babies to learn words for actions and objects. Babies listen attentively and copy the sound and intonation of the childminder's voice. The childminder provides older children with a rich and varied language model. Children use her examples to describe equipment they are using, such as 'a mountain of pasta'. They carefully select words to explain how it feels when they have a prawn cracker on their tongue.
- The childminder provides good opportunities for children to play and learn outdoors and be physically active. Children enjoy collecting acorns, splashing in puddles and exploring local woodlands. They know about dangers they might encounter, such as on the roads, and how they must not pick berries to eat. Indoors, older children decide to use large cushions and furniture to construct a slide, and delight as they challenge themselves to jump as far possible. Babies decide to use the same equipment in a way they can manage and choose to roll over it.
- Children gain good literacy skills. Babies show an interest in books and express preferences. Older children experiment with mark making and learn to recognise letters and their sounds.
- The childminder follows good hygiene routines and supports children's health well. Children know why they must wash their hands after using the toilet and before eating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to protect children from harm. She attends regular training to keep her safeguarding knowledge updated. She is aware of potential indicators that a child may be at risk of harm and how to report any concerns about the welfare of a child in her care. The childminder understands how to advise children and their parents about online safety. The childminder makes good use of risk assessments to ensure she keeps children safe in her home and on outings. She follows effective procedures for logging and reporting accidents to parents.

What does the setting need to do to improve?

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

- review and enhance the indoor learning environment to maximise children's level of engagement and provide them with even greater challenge
- reflect more precisely on practice to identify how to adapt teaching and further support the different ways that children learn.

Setting details

Unique reference number	EY358409
Local authority	Telford & Wrekin
Inspection number	10116125
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 March 2014

Information about this early years setting

The childminder registered in 2007 and lives in Muxton, Telford. She operates Monday to Friday, term time only from 7am to 6pm. The childminder receives funding to provide free early education to three-year-old children. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector completed a learning walk with the childminder across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence about suitability and training.
- The inspector took account of parents' views.

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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