

Childminder report

Inspection date	8 November 2018
Previous inspection date	3 October 2014

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

The provision is good

- The childminder regularly seeks the views of parents as part of her self-evaluation. All parents provide positive feedback on the service the childminder provides.
- The childminder maintains close contact with parents to exchange information about their children's care and learning needs. She keeps them well-informed about how their children have slept and eaten throughout the day. The childminder also shares children's assessments with parents.
- Children's behaviour is good. The childminder is a good role model and encourages children to use good manners from a young age.
- The childminder works well with the providers of other settings children attend. She promotes a regular two-way flow of information with them about children's development.
- Children make good progress. They enjoy the activities the childminder provides, and they have good levels of concentration.

It is not yet outstanding because:

- The childminder does not regularly evaluate the activities she provides to identify ways to improve her teaching and children's learning even further. Occasionally, during some activities, she does not allow children to fully think for themselves.

What the setting needs to do to improve further

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

- reflect further on the effectiveness of activities to help further raise the quality of teaching and outcomes for children, especially their independent thinking skills.

Inspection activities

- The inspector observed the childminder's teaching and considered the impact it had on children's learning.
- The inspector observed an activity and evaluated it with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection. He looked at relevant documentation and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children and joined their play at times throughout the inspection.
- The inspector viewed parents written feedback and considered their comments.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder fully considers potential hazards when taking children on outings in the village to help them learn about their own rural community. She takes suitable provisions with her, such as a first-aid kit and checks for any animal faeces that children may encounter. This helps to keep children safe. The childminder knows to report concerns about a child's welfare to the Local Safeguarding Children Board. She makes good use of the knowledge gained from training. For example, the childminder has strengthened the arrangements for completing the progress check between the ages of two and three years. She now works more closely with parents and health visitors to share information from the progress check to help promote more integrated working.

Quality of teaching, learning and assessment is good

The childminder completes accurate assessments when children start and throughout their time with her. She uses this information to plan activities that help children to learn good skills for the future. The childminder effectively promotes children's communication and language skills. For example, she sings action songs with children and encourages them to join in to help them learn familiar songs. The childminder builds on children's emerging interests well. For instance, children play with the role play kitchen and food. The childminder introduces professional roles to children's play, such as a chef and waiter and children then use these roles to elaborate on their imaginative play ideas further.

Personal development, behaviour and welfare are good

The childminder cares for children well. She uses protective personal equipment, such as gloves when changing children's nappies and encourages children to wash their hands prior to mealtimes. This helps to promote their good hygiene. The environment is welcoming and stimulating. The childminder encourages children to select their own toys from the clear and accessible storage units. She displays photographs of children playing and their work in her home to help promote their sense of belonging. The childminder helps children to understand how they are similar to, or different from others, through meaningful teaching experiences. For example, children draw their own portrait from looking in the mirror. The childminder encourages them to compare what is the same and different between their facial features.

Outcomes for children are good

Children make good progress in readiness for starting school. They learn how to take turns, such as when they build a tower of bricks with other children. Children are developing good mathematical skills, including counting the number of different facial features they have, such as two eyes and one nose.

Setting details

Unique reference number	EY367937
Local authority	Shropshire
Inspection number	10069739
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 October 2014

The childminder registered in 2008. She lives in Plox Green, Shropshire. The childminder works with another childminder and her assistant. They operate from Monday to Friday, between the hours of 8am until 6pm, all year round, except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a relevant level 3 qualification.

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