

Childminder report

Inspection date	21 November 2018
Previous inspection date	5 May 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

The provision is good

- The childminder considers the views of children well in her self-evaluation. Children are confident to express their own opinions to the childminder, such as requesting new dressing-up clothes. Parents are very satisfied with the care the childminder provides.
- Children have a strong attachment to the childminder. They share many experiences with her, such as sitting on her knee while she reads a story. Children feel secure in the childminder's care.
- Children develop good independence relevant for their age. Toddlers have good toileting skills and can recognise and communicate their toileting needs.
- The childminder effectively promotes children's understanding of the customs of different celebrations. For example, she provides opportunities for children to make diva lamps to help them learn about the celebration of Diwali.
- Assessment is rigorous. The childminder involves parents in her initial assessment of children's learning. She quickly identifies gaps in children's learning and works well with parents to help children achieve the expected level of development.

It is not yet outstanding because:

- The childminder does not consistently challenge older children in their learning, especially to further increase their skills in speaking and recognising and naming shapes.
- The childminder's plans for professional development do not focus precisely enough on raising the quality of her teaching to an outstanding level.

What the setting needs to do to improve further

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

- strengthen the quality of teaching, specifically to further promote older children's speaking skills and their recognition of shapes
- target plans for professional development more precisely to raise the standard of teaching to the highest level.

Inspection activities

- The inspector observed the quality of the childminder's teaching and assessed the impact on children's learning.
- The inspector completed a joint evaluation of activities with the childminder.
- The inspector held discussions with the childminder. He looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection and wider safeguarding issues. She knows how to report concerns about a child's welfare. The childminder risk assesses well to help keep children safe. For example, when older children choose to play with construction toys that have small parts, she explains to them why they cannot play with the toys because they might harm younger children. The children respect this and tidy away the toys when asked. The childminder works closely with the providers of other settings children attend. She shares information with them about children's learning and provides opportunities for children to build on their skills from nursery in her own setting. For example, the childminder provides props for children to use related to the story they have been learning about at nursery.

Quality of teaching, learning and assessment is good

The childminder knows children well and successfully identifies their interests and next steps through her ongoing assessments. For example, she recognises children's interests in farms and animals. The childminder provides activities that helps to build on their fascinations. This helps to engage children well in their learning. The childminder interacts well with children throughout the activities, such as repeating single words. Younger children copy these as they develop their range of vocabulary. The childminder helps older children to develop their technology skills. She provides an electronic tractor that children enjoy working out how to make it go and stop by pressing buttons.

Personal development, behaviour and welfare are good

The arrangements to help children settle in and for children to feel prepared about starting school are good. For instance, the childminder uses toys that represent a classroom to help children gain an insight into what school might be like for them. Children have opportunities to get fresh air and exercise. The childminder takes children on daily outings, including walks in the local community and to a soft play centre. She works well with parents to promote continuity in children's care. For example, the childminder uses a daily diary to exchange information about children's care between home and her setting. The toys and resources in the childminder's home are well-organised. The childminder gives children choice of what they would like to play with and together they made decisions. This helps to promote their early democracy skills.

Outcomes for children are good

Children make good progress. They develop a range of physical skills and can manipulate dough using tools. Children's behaviour is good, and they use good manners. Children can count objects in their play, such as the number of different animals. They are developing a good understanding of themselves and can label some body parts. Children are expressive and can select colours to create with a purpose, such as pink dough to make a pig.

Setting details

Unique reference number	EY405514
Local authority	Shropshire
Inspection number	10071219
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	13
Date of previous inspection	5 May 2015

The childminder registered in 2010. She lives in Bridgnorth, Shropshire. The childminder works between the hours of 7.30am and 5.30pm, Monday to Friday, all year round, except for family holidays. She receives funding to provide free early education for children aged three years.

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