

Childminder Report

Inspection date

23 November 2016

Previous inspection date

10 January 2013

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 is well qualified and experienced. She uses her knowledge effectively, providing a wealth of learning opportunities tailored to children's individual needs. The quality of teaching is good.
- The childminder organises toys and resources well to help support children's independence and encourage them to make choices about their play.
- The childminder uses observations and assessments to check children's development and identify any emerging gaps in their learning. She is proactive at putting in place appropriate support, if necessary.
- The childminder implements new ideas and shows a commitment to continually developing her knowledge.
- The childminder forms positive relationships with parents. The childminder continually shares children's progress with parents and offers ideas to support their ongoing development. They work closely together and provide continuity for children's needs.
- The childminder has strong partnerships with other providers that children attend. This helps to ensure that information about children's care and learning is shared.

It is not yet outstanding because:

- The childminder does not consistently make the best use of self-evaluation to help her further improve her provision or assess the impact of developments on children's learning.
- Information about children's development is not always used to best effect in focusing on how to raise their achievements to outstanding levels.

What the setting needs to do to improve further

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

- improve self-evaluation systems to help develop plans for future improvements and assess the impact on children's learning
- make the most of what is known about individual children's progress to plan more precise next steps in their learning, in order to help children make even more rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times.
- The inspector looked at relevant documentation, such as the childminder's policies and procedures and children's records.
- The inspector took account of the written views of parents.

Inspector

Jacqueline Coomer

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of possible signs and symptoms of abuse. She has a clear understanding of what to do if she has any concerns about a child. Daily risk assessments help to promote children's safety. She makes regular checks on her premises to ensure hazards are dealt with promptly and effectively. The childminder uses professional development opportunities well. Recent training has enabled the childminder to further promote children's speech and language. The childminder keeps parents informed of children's progress and next steps to help them extend children's learning at home. The childminder quickly identifies delays in children's development. She knows how to access advice from other professionals when needed. The childminder welcomes the views of parents to ensure the service she provides meets their needs. Parents are complimentary about the care the childminder offers.

Quality of teaching, learning and assessment is good

The childminder has worked hard to develop an interesting and well-organised learning environment. She plans a range of stimulating activities and experiences to meet individual children's interests. For example, children are keen to take part as they explore interesting objects in a treasure basket. The childminder joins in with children's play to promote and extend their learning. The next steps in individual children's learning and development are incorporated into daily activities to ensure that they are effectively motivated to learn. The childminder is adept at responding to children. For example, she supports the youngest children to follow their interests and uses single words to support them to develop early language skills and vocabulary.

Personal development, behaviour and welfare are good

Children form warm, trusting relationships with the childminder and respond positively to her gentle and sensitive approach. Children feel safe in her care. The childminder talks with parents daily to discuss children's individual needs. She continually talks to children and gives them lots of attention and praise. This helps to promote their self-esteem. Children are encouraged to follow good hygiene routines and their independence is well fostered. Daily visits to school and to nearby parks provide plenty of fresh air and physical activity. Children learn about healthy foods. For example, they join in with growing vegetables in the garden. Children are encouraged to learn about appropriate ways to behave. The childminder provides a consistent approach to managing their behaviour and encourages children to learn how to share and take turns.

Outcomes for children are good

Children benefit from their time with the childminder. Children are happy, curious and keen to play and learn. All children make good progress from their initial starting points. They develop the confidence and independence that will equip them for their future learning. Young children concentrate on activities for a good length of time. They learn valuable skills to prepare them for future learning and in readiness for school.

Setting details

Unique reference number	EY448889
Local authority	Telford & Wrekin
Inspection number	1066002
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	10 January 2013
Telephone number	

The childminder was registered in 2012 and lives in Telford, Shropshire. She operates all year round from 7am to 5.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

