

Inspection date	22 January 2015
Previous inspection date	15 April 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder's home is welcoming, secure and safe. Risk assessments are carried out, which are very effective in promoting children's safety and well-being.
- The childminder and her assistant have a good knowledge and understanding of the safeguarding and welfare requirements.
- Children enjoy a good range of healthy foods, which promotes their health and well-being.
- The childminder and her assistant promote children's independence and self-care skills very well.
- Children are highly engaged in their learning as they are given ample opportunities to explore and investigate how things work.
- The childminder and her assistant have established secure attachments with the children. They consider how best to provide young children with sufficient rest and sleep opportunities.
- The quality of teaching is good. This is because the childminder and her assistant have a good knowledge and understanding of the learning and development requirements.
- The childminder monitors the practice of her assistant and together they evaluate the childminding provision very well.
- Children are confident, relaxed and content to be in the childminder's home.

It is not yet outstanding because:

- The childminder does not always exploit opportunities during child-initiated play, to further extend children's already good mathematical skills.
- The childminder does not always provide older children with sufficient opportunities to further enhance their very good early reading skills in the outdoor area.

What the setting needs to do to improve further

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

- provide further opportunities to develop older children's early number skills, for example, during child-initiated play and daily routines, so children begin to use number names and number language spontaneously
- enhance opportunities for children who prefer to learn outdoors, to build on their early reading skills, for example, by displaying labels with text and pictures so children begin to know what plants are growing.

Inspection activities

- The inspector had a tour of the childminder's home, including the kitchen, garden and play areas. She spoke to the childminder and her assistant at appropriate times throughout the inspection.
- The inspector observed the childminder and her assistant caring for and playing with the children.
- The inspector checked the evidence of the suitability of the childminder, her assistant and all adults living at the premises.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector took account of parents' views through their written comments in thank-you cards and children's records.

Inspector

Kerry Wallace

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder and her assistant encourage children to be independent learners. For example, they are provided with a wide range of resources to use as they begin to make pizza dough. Children open packets and carefully spoon heaps of flour into bowls. Children explore using their senses, as they make patterns in excess oil and water that has spilled over. Children fill up jugs from the water dispenser in the fridge and begin to understand about how things work. Occasionally, the childminder does not maximise opportunities to further extend children's already good mathematical language. She does not encourage children to count and use number language spontaneously. Children help the childminder to clean up after activities. This demonstrates good skills and attitudes that will help children as they move on to their next stage of learning, such as school. Young children are provided with developmentally appropriate resources and toys to stimulate their learning. For example, they enjoy finding out how electronic toys work and use their hands to pat tambourines to make different sounds.

The contribution of the early years provision to the well-being of children is good

Children are remarkably happy and content. This is because the childminder and her assistant have a good knowledge of individual children and encourage children to be active in everyday tasks. For example, children fetch their own cups out of cupboards and fill them with water at snack time. They enjoy healthy snacks and are allowed to take these outside so they can continue with their play. Young children are encouraged to try different types of fruit at snack time. Children enjoy being outside and benefit from regular physical exercise. The outdoor resources and environment provide children with a good amount of stimulation. However, children who prefer to learn in the outdoor area, are not always provided with opportunities to enhance their early reading skills. For example, the vegetable patch does not have any labels so that children can begin to recognise print and understand that it carries meaning.

The effectiveness of the leadership and management of the early years provision is good

The childminder and her assistant have a secure knowledge and understanding of how to safeguard children. The childminder has successfully addressed the recommendation from the last inspection. She and her assistant are now aware of the action to take if an allegation is made against them and if they have any concerns about children's welfare. The childminder and her assistant work well together. Their vast experience in early years and good working relationship means that they are continually evaluating the effectiveness of their practice. Parents and children's views are sought to help identify areas for improvement. There are effective systems in place to monitor children's progress and ensure they make good progress in the seven areas of learning. Assessments are accurate and carried out regularly. Partnerships with parents and other providers are well established. They are used to support children so they continue to make good progress.

Setting details

Unique reference number	223749
Local authority	Shropshire
Inspection number	866107
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	16
Name of provider	
Date of previous inspection	15 April 2009
Telephone number	

The childminder was registered in 1993 and works with an assistant. The childminding provision operates all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays and Christmas week.

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