

Inspection date

5 February 2015

Previous inspection date

28 September 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 carries out regular and detailed observations of children's learning, in order to monitor their progress effectively.
- The childminder promotes children's early mathematical development very well. Children are skilful in counting and recognising numerals that are of interest to them.
- The quality of teaching is good. The childminder provides children with a good range of activities that offer challenge and interest.
- The childminder completes the progress check for children between the ages of two and three years, and shares it with parents. This means they are kept up to date with children's progress.
- The childminder establishes good attachments with children to promote their emotional well-being.
- Children are developing their independence skills through daily routines and practices, such as washing their hands and making choices about personal preferences.
- The childminder teaches children to be aware of their own safety and carries out regular fire drills to help children understand this.
- The childminder carries out detailed risk assessments of her home and planned outings, to promote children's safety and well-being.

It is not yet outstanding because:

- The childminder does not always provide pre-school children with opportunities to practise writing their own name, to promote their early writing skills.
- The childminder has not yet identified ways to seek detailed information from parents about their child's prior achievements and learning.

What the setting needs to do to improve further

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

- enhance pre-school children's early writing skills, for example, by providing more opportunities for children to write the letters in their name correctly during activities
- strengthen the identification of children's starting points across all seven areas of learning, for example, by seeking more information from parents, about children's prior achievements.

Inspection activities

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

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 has a secure knowledge and understanding of the learning and development requirements. As a result, children make good progress across the seven areas of learning. In particular, children's development across the prime areas is fostered really well. Children are confident communicators and engage in conversation with the childminder about what they are doing. Children follow daily routines and are proactive in helping to tidy away toys, so they can move on to alternative activities. Children acquire the necessary skills that are required for their next stage of learning, such as school. They enjoy listening to their favourite stories with the childminder. They develop their early reading skills and are beginning to sound out letters in their names. However, pre-school children have fewer opportunities to practise writing their name, to fully promote their early writing skills.

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

Children are happy and relaxed in the company of the childminder. She explains the purpose of visitors to them, so they continue to feel secure. Children happily chat to visitors and begin to involve them in their imaginative role play, by offering pretend cakes and drinks. The childminder constantly supports children as she talks to them and provides explanations to questions they ask. They talk about the children's family life and discuss friendships with other children. Children learn about assessing risk and managing their own safety. For example, the childminder reminds children to be careful when coming down the stairs and explains about why it is important to tidy toys away after playing with them. The childminder promotes children's good health and hygiene practices very well. She talks to children about the benefits of eating healthily. Children show their understanding by announcing that, 'water is good for you'. They access fresh drinking water and are offered food choices at mealtimes to promote their independence.

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

The childminder has a good knowledge and understanding of the safeguarding and welfare requirements. She obtains visitor identification and reminds them about her policy regarding the use of mobile phones in her home. All family members have undertaken Disclosure and Barring Service checks. The childminder monitors the quality of her provision well and values training opportunities to support her practice. She regularly evaluates the effectiveness of activities, to establish children's levels of engagement. The childminder identifies areas to improve by asking older children and parents to comment on the quality of her provision. She has successfully addressed the recommendations from her previous inspection. The childminder has significantly improved her observation and assessment of children's learning. She works closely with parents and verbally discusses children's progress. However, the childminder does not always seek detailed information about what children have achieved at home, prior to them starting. This means that children's starting points do not fully reflect their prior achievements and learning.

Setting details

Unique reference number	223770
Local authority	Shropshire
Inspection number	866110
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	28 September 2009
Telephone number	

The childminder was registered in 1990 and lives in Albrighton, Wolverhampton. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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