

<b>Inspection date</b>	24 February 2015
Previous inspection date	12 February 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. The childminder has a good awareness of how children learn, which ensures that all children make good progress in relation to their starting points.
- The childminder and her assistant have a secure knowledge and understanding of the safeguarding and welfare requirements. They are aware of the different types of abuse and know the action to take if they have any concerns regarding a child's welfare.
- The childminder monitors children's development through regular observations and clearly identifies children's next steps in learning. She completes the progress check for children between the ages of two and three years and shares this with parents.
- Parents comment that they are very happy with the 'home from home' childminding provision and that their children 'love coming to see the childminder'.
- Children's communication and language development is promoted through shared conversations and many opportunities for children to express themselves during play.
- Partnerships with outside agencies and other providers are established, to ensure that children are fully supported in their eventual move to school.

### It is not yet outstanding because:

- The childminder does not fully maximise ways to share good practice with her assistant, so that children's learning to the highest level.
- The childminder does not take full account of the views of parents and children to identify areas to improve in her provision.

## What the setting needs to do to improve further

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

- raise the good quality of teaching to an outstanding level, for example, by carrying out regular peer-on-peer observations, to share practice and ensure identified targets are sharply focused and lead to astute professional development
- enhance the system for evaluating practice further, for example, by regularly seeking the views of parents and children, to help identify areas for future improvement.

### Inspection activities

- The inspector had a tour of the childminder's home, including the kitchen, garden and play areas.
- The inspector observed the childminder and her assistant caring for and playing with the children.
- The inspector checked evidence of the childminder and her assistant's qualifications and the suitability of all adults living at the premises.
- The inspector took account of the view of parents spoken to.
- The inspector looked at children's records, planning documentation and a range of other documentation, including safeguarding, self-evaluation, accident and medication 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 quality of teaching is good. The childminder and her assistant have a secure knowledge and understanding of the Early Years Foundation Stage. They use this to provide children with a wide range of activities, which offer a good level of challenge and stimulation. The childminder includes all children in activities and adapts her delivery of these to meet the individual needs of children. For example, older children make home-made props, such as 'broomsticks' to use as they re-enact a favourite story. The childminder encourages them to act out different characters in the story and anticipate what will happen next. Younger children enjoy trying on different dressing-up clothes and joining in with older children. Children are acquiring essential skills to prepare them for their move to school. For example, they begin to recognise their name and have opportunities to practise writing this, both inside and outdoors.

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

The childminder provides children with a welcoming and stimulating environment that they are confident and self-motivated to explore. The childminder carries out daily checks to maintain the safety and security of the children. The childminder and her assistant remind children to tidy away toys and explain about using small tools safely. Children therefore, learn how to keep themselves safe. Children enjoy regular access to outdoor play. There are good hygiene practices in place, to promote children's physical well-being. They independently wash their own hands before eating and after toileting. Children have excellent manners and are considerate to the needs of others. They share and take turns and play alongside each other harmoniously. The childminder fosters children's emotional well-being through lovely interactions and a genuine concern for their happiness.

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

The leadership and management of the childminding provision are good. The childminder works with a co-childminder and an assistant. Together, they work well as a team and use their extensive experience and knowledge to provide children with good quality experiences. They regularly discuss and evaluate the effectiveness of individual activities and planned outings. However, the childminder does not always maximise opportunities to observe her assistant's practice. This means that good practice is not always shared and used to identify future training needs. The childminder updates her self-evaluation form regularly and identifies some areas for improvement. However, she does not fully include the views of parents and children, so that the quality of the provision is raised even higher. The recommendation from the previous inspection has been addressed and the childminder now has more secure links with other providers. This means children's learning is fully supported and they are well prepared for their move to school.

## Setting details

<b>Unique reference number</b>	223740
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	854653
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	25
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12 February 2009
<b>Telephone number</b>	

The childminder was registered in 1991 and lives in Shrewsbury, Shropshire. She works with a co-childminder and an assistant. The childminder holds an appropriate early years qualification at level 3 and her assistant holds Qualified Teacher Status. The childminding provision operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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