

Childminder Report

Inspection date

19 June 2015

Previous inspection date

12 January 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

- Children's emotional attachments are very well enhanced because the childminder is warm, responsive and caring with them. For instance, she gets down to their level, and cuddles and comforts them when they become unsettled. She also takes time to introduce any visitors to the provision to make sure children remain self-assured.
- The childminder develops strong partnerships with parents, carers and other providers and professionals. She effectively identifies where intervention is needed, so that gaps in children's learning are closed. Furthermore, she encourages parents to support their children's learning at home. This has a very positive impact on children's move to their next setting and to school.
- The childminder has a good understanding about safeguarding children. She knows about the possible signs of abuse and neglect. She also knows who to contact and what to do should she have a concern about any child in her care. Furthermore, the childminder implements robust risk assessments at home and on all outings. Consequently, children are helped to stay safe and well.
- The childminder promotes children's physical development. For example, children walk to school each day, which enhances their overall fitness. They visit parks to use large play equipment, run around in open spaces and take safe risks in their play. Additionally, the childminder talks to children about the benefits of being physically active.

It is not yet outstanding because:

- The childminder does not always follow children's interests during their spontaneous play.
- The childminder does not always seek detailed information from parents when children first start, so that she is able to plan precisely for all children's learning from the outset.

What the setting needs to do to improve further

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

- respond more consistently to children's spontaneous requests for activities that interest them
- gather more information from parents about what children already know and can do when they first start, and use this information to plan more precisely for children's progress from the outset.

Inspection activities

- The inspector looked at a range of documents, including evidence of suitability and the childminder's self-evaluation and improvement plans.
- The inspector observed routines and activities in the indoor and outdoor play areas.
- The inspector held discussions with the childminder and conducted a joint review of an activity with her.
- The inspector looked at a range of children's learning journal documents.
- The inspector took account of the views of children spoken to on the day and a range of written comments provided by the parents.

Inspector

Mary Henderson

Inspection findings

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

The childminder's training and qualification effectively support her skills in teaching, thereby, foster children's learning and development very well. For example, the childminder takes children on a range of outings that promote their learning. Children learn about local history. They observe and talk about the nearby railway and the carriage, which goes up and down the cliff face. They find out about pets and other animals as they visit the pet shop and go for walks to feed the ducks. This helps children to understand the world around them. Furthermore, children's personal, social and emotional development, and communication and language skills are effectively fostered through meeting with others at the local toddler groups. Children have fun as they explore floating and sinking. They investigate further as they empty the water and make marks with their bare feet on the path. During such times, the childminder uses demonstration, a running commentary and asks a range of questions to encourage children's critical thinking as they play. At times, however, the childminder does not respond to children's ideas of how to extend their play. Consequently, children's learning is not always promoted to the highest level.

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

Children enjoy being in the fresh air everyday and have direct access to the garden. Here, they use the tap and fill bottles to water the plants. Children learn about a healthy lifestyle as they talk about the importance of washing their hands before eating and after visiting the toilet. They enjoy a range of fruits and access water throughout the day. They talk about foods that are good for them, which encourage their learning about a healthy diet. Children are well behaved and develop good levels of resilience and confidence. This is because they receive regular praise and are reminded to treat their friends with kindness.

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

The childminder has a secure understanding about the requirements of the Early Years Foundation Stage. For example, she checks the educational programmes to make sure all areas of children's learning are fully included in the planning. Additionally, she uses a broad range of guidance documents to identify clear next steps in children's learning. Although, the childminder observes children's learning from the time of entry, she does not always seek the highest level of information from parents when they first start. Consequently, she is not always fully able to plan precisely for all children's learning from the outset. The childminder makes sure that all parents and their children are included in the self-evaluation procedures. This helps to drive forward areas for further improvement. As a result, children benefit from attending the provision over time.

Setting details

Unique reference number	223803
Local authority	Shropshire
Inspection number	866114
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	12 January 2009
Telephone number	

The childminder was registered in 1995 and lives in Bridgnorth, Shropshire. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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