

Childminder Report

Inspection date

10 August 2015

Previous inspection date

29 March 2012

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 has a plentiful amount of resources that she uses to promote children's learning. Children actively explore the rich, varied and stimulating environment. This means children are highly motivated and interested in developing their skills and knowledge.
- The childminder has developed strong partnerships with parents. Regular communication ensures information is shared to provide children with consistency and continuity in their care and learning.
- Children develop a strong sense of belonging as they form warm relationships with the childminder and each other. This builds children's self-confidence and emotional well-being so they feel safe and secure to investigate their environment.
- The childminder has high expectations of children and is enthusiastic in her approach. She knows how children learn and is skilled in describing what is happening and modelling language as children play. This helps to sustain children's concentration and develop their own ideas even further, as she plays and talks with them.
- There are good procedures in place to identify risks and check children's safety. The childminder is fully aware of her responsibilities with regard to child protection. This helps to keep children safe.
- The well-qualified childminder is dedicated to improving her knowledge and skills. There are good systems in place to ensure that all required training is up to date. She implements her learning from additional training she attends and works closely with other local childcare professionals.

It is not yet outstanding because:

- The childminder does not always use the next steps she identifies for children's learning to promote the deepest and richest learning.

What the setting needs to do to improve further

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

- focus more sharply on making better use of the next steps identified for individual children's learning to increase the potential for them to make more rapid progress.

Inspection activities

- The inspector observed activities, speaking to children at appropriate times while they played.
- The inspector discussed children's learning with the childminder, following an activity.
- The inspector spoke to the childminder about the daily routines and children's individual learning and development.
- The inspector looked at policies, children's assessment records and a range of other documentation.
- The inspector looked at evidence of self-evaluation, including the views of parents from contributions made in documentation.
- The inspector checked evidence of suitability of the childminder and all adults in the household.

Inspector

Kim Barker

Inspection findings

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

Children's understanding of the world is promoted very well. The childminder is skilled in helping children to develop their understanding and their own ways for doing things as they play and explore outdoors. Younger children learn new words and concepts. They are keen to investigate and use magnifying glasses competently to make sense of their exploration and develop their mathematical skills. They confidently share what they learn about comparing sizes and shapes. Children who speak English as an additional language benefit from high-quality, meaningful interactions with the childminder. They make good progress in their speaking and listening skills as they actively explore, learn and play together. Children investigate colours and textures outdoors. They use different media and materials imaginatively. The childminder successfully involves parents in their children's learning. She provides special packs for them that contain all of the resources and guidance needed to continue their children's learning when they return home. This helps to prepare children for their future learning, including school.

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

The childminder organises resources and the available space very well. Children develop independence in their learning as they choose freely from a wide range of activities and experiences. The childminder understands how to keep children safe. Her home is secure and she makes daily checks of the environment to minimise or remove any potential risk. Clear evacuation procedures are regularly practised so that children know what to do in the event of an emergency. The childminder is a good role model. Children understand her clear boundaries and expectations. This helps them to understand that some behaviour is not acceptable. They learn to get along with others, taking turns and sharing as they play together. Children are taught about the importance of leading a healthy lifestyle. The childminder talks to the children about what they would like to eat at snack time and promotes healthy choices. There are many opportunities for physical play in the childminder's garden. Children are supported to take developmentally appropriate risk. They learn how to keep themselves safe as they use the broad range of equipment safely.

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

The childminder makes observations of children's learning. She regularly summarises their development and shares this information with parents. However, the childminder is not yet skilled in always using this information effectively. The next steps she identifies for children's learning are not specific or measurable enough to help children to make the swiftest possible progress in their learning. The childminder evaluates her practice, identifying strengths and areas for improvements. She seeks the opinions of parents and children through questionnaires. The childminder uses her knowledge of individual children's progress to monitor the breadth of areas of learning within the activities provided. This regular reflection on her work with children helps the childminder to consider how to continually improve outcomes for children.

Setting details

Unique reference number	138841
Local authority	Telford & Wrekin
Inspection number	871005
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	29 March 2012
Telephone number	

The childminder was registered in 1993 and lives in Newport, Shropshire. Her provision operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. Overnight care is also available. The childminder supports a number of children who speak English as an additional language. She holds an appropriate early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

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