

Childminder Report

Inspection date

17 September 2015

Previous inspection date

22 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The childminder is very experienced. She uses her knowledge of children's learning and development to organise interesting and fun activities for children that capture their interests and imaginations. These activities also complement their previous learning at school.
- Children are developing excellent personal and social skills, which are effectively supported by the childminder. Children play well together. They decide who should go first by using fair methods.
- Children are supported to make good progress in their learning. The childminder and the local school discuss children's targets and plans to ensure that any gaps in their learning are closed rapidly.
- Children are extremely well behaved. They follow instructions and do what is asked of them. They know how to behave because the childminder makes her expectations of good behaviour clear.
- The childminder accesses regular training opportunities, including child protection training. This means she is able to protect children from possible abuse or neglect.

It is not yet outstanding because:

- The childminder is not fully aware of the strengths and areas for improvement in her practice. She does not always use the views of parents and professionals to inform her self-evaluation.
- The childminder does not always seek information about children's likes, dislikes and interests to support them to settle even better when they first start in her care.

What the setting needs to do to improve further

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

- enhance self-evaluation and make better use of the views of parents and professionals, in order to clearly identify strengths and areas of improvement
- support children to settle when they first start by seeking relevant information to plan activities that are fully matched to their likes and interests.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder at the beginning of the inspection. He looked at relevant documentation, such as self-evaluation records and evidence of the suitability of all those living on the premises.
- The inspector took account of the views of parents through their written comments provided to the childminder.

Inspector

Scott Oliver Thomas

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a secure understanding of how to support children's development and how to keep them safe. Safeguarding arrangements are effective. There are systems in place to review risks in the environment and the childminder is vigilant to ensure children play safely. The childminder ensures that all children are making good progress in their learning and development. She regularly discusses their progress with the local school. The childminder's self-evaluation procedures are developing well and she has sought the views of parents and other professionals. However, the childminder has not used these views to evaluate her strengths and areas for improvement.

Quality of teaching, learning and assessment is good

The childminder provides a variety of activities and experiences that build on children's learning from school. The childminder plans activities that are based on children's interests and by taking into account the ideas of the children. This means children are developing a range of skills for their future learning. However, the childminder does not always gather this information for new children, in order to provide activities that are fully linked to their likes and interests. The childminder uses the teaching methods from school to further enhance children's development. Children have free access to a wide range of toys, games and resources. These help them to independently choose what they want to do.

Personal development, behaviour and welfare are good

The home environment is safe and welcoming. Children have positive relationships with the childminder as she works in the school that they attend. Parents also say they have good relationships with the childminder as she regularly gives them feedback on their children's learning and well-being. Children are developing outstanding physical skills as they play in the large garden and use outdoor equipment, such as scooters. This helps to keep them fit. Children's understanding of keeping healthy is promoted fully. The childminder uses her expert knowledge to advise parents and children on healthy meals and snacks. This teaches children the importance of a balanced diet. The childminder promotes children's social skills effectively. They are learning how to tolerate each other's differences and take turns independently. The childminder works with the school to ensure children learn about their community and the wider world. They visit facilities in the local area and learn how to respect their community and those who are part of it.

Setting details

Unique reference number	224000
Local authority	Shropshire
Inspection number	866122
Type of provision	Childminder
Day care type	Childminder
Age range of children	4 - 12
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	22 March 2012
Telephone number	

The childminder was registered in 1995 and lives in Shrewsbury, Shropshire. She operates term time only from 7.30am to 9am and 3.15pm to 6pm, Monday to Friday.

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