

Childminder Report

Inspection date

22 June 2016

Previous inspection date

28 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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		Good	2

Summary of key findings for parents

This provision is good

- The childminder has addressed all weakness from her last inspection. She now seeks detailed information about children's achievements at home when they start at the setting. The childminder also effectively identifies children's next steps in learning and plans for these to help children make good progress in their development.
- The childminder is proactive in identifying those children who do not make expected progress. She makes interventions in learning alongside parents and other professionals. As a result, gaps in learning are closing rapidly.
- Training is helping to continually improve the childminder's teaching. The childminder carefully selects courses that will benefit children. She has recently identified phonics training to attend after working with the local nursery to support children's phonics development. This has a positive impact on preparing children for school.
- Children are happy and confident in the childminder's care. The childminder works closely with parents to ensure children's care is continuous between home and the setting. Children have a close bond with the childminder, demonstrated through cuddles at quiet time. This helps to support their emotional well-being.

It is not yet outstanding because:

- The childminder does not regularly share with parents and other settings children's overall stages of development and the different ways in which they are learning.
- Self-evaluation has been developed well to rapidly improve practice. However, plans for long term future improvement do not yet have a clear timescale for achievement to help improvement to remain targeted and focused.

What the setting needs to do to improve further

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

- enhance the ongoing assessment of children's learning; identify children's stages of development and how they learn to parents and other settings on a more regular basis to help them gain a deeper understanding of their children's progress
- refine the improvement plans for the setting by setting specific timescales for areas of improvement to further accelerate the already good practice.

Inspection activities

- The inspector was given a tour of the childminder's home and areas used for childminding.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector evaluated an activity with the childminder.
- The inspector spoke with the childminder throughout the inspection. He looked at relevant documentation, such as children's learning records and evidence of the suitability of all those living on the premises.
- The inspector considered the view of parents through their written testimonials given to the childminder.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder takes steps to ensure her home is safe and to maintain her first rate knowledge of safeguarding procedures. She assesses all possible risks to children including on outings. Therefore, children are as safe as possible in her care. A parent says, 'The childminder is able to provide advice and solutions for parenting challenges'. This is supported by the childminder's close links with the local children's centre to signpost parents to for advice and support. The childminder seeks the views of others to evaluate her practice, such as parents, her local authority advisor and children. She has used the views of children to develop mealtimes; children wanted to help cut fruit and lay the table, which older children now do.

Quality of teaching, learning and assessment is good

The childminder regularly observes children and seeks information from parents. This enables her to identify children's next steps in learning and find out their interests. She uses this knowledge to plan activities that are relevant and responsive to children's learning needs. For example, children develop their interests in farm animals and vehicles through free-play activities facilitated by the childminder. Children sustain their interest in the activity, helping to develop their concentration as they enjoy playing with the farm toys. This also helps them to develop their imagination. The childminder provides experiences to promote children's knowledge of their own lives and the wider world. Children take part in activities to celebrate the Queen's birthday as they learn about important people and celebrations. The childminder regularly talks with parents and other settings children attend to update them on children's recent achievements and interests.

Personal development, behaviour and welfare are good

Children develop good social skills. This is helped by them attending local toddler groups with the childminder. They play with other children in groups which helps to prepare them for when they start nursery or school. Children are taught respect and good manners as the childminder acts as a positive role model. Young children learn the importance of using manners, such as saying please and thank you. Children also learn to be patient and follow rules as they know they must tidy up before getting out new toys. Children's self-esteem is promoted well. The childminder praises them for the new words they say by giving them a high five. She provides healthy snacks, such as fruit. They go on walks and use the garden daily. The childminder also helps children to wipe their nose, teaching them to care for themselves. This promotes children's awareness of keeping healthy.

Outcomes for children are good

Children are making good progress in their learning and any gaps in learning are identified swiftly and closed rapidly. Children's speech development is supported through planned interventions which help children say sounds for words, such as 'b' for blue. Young children are learning how to feed themselves and choose toys they want to play with. This provides opportunities to develop their independence. The childminder is focused on helping children be ready for school. She provides a variety of equipment to help them make marks, helping them to develop their early writing skills.

Setting details

Unique reference number	223762
Local authority	Shropshire
Inspection number	1051190
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	28 July 2015
Telephone number	

The childminder was registered in 1993 and lives in Wem, Shropshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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