

# Childminder Report

**Inspection date**

20 September 2016

Previous inspection date

14 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Teaching is good. The childminder uses her recent training and good experience to provide a balance of activities for children. She knows when to allow children to explore experiences by themselves. During these times, children show their impressive ability to direct their own play and sustain their attention for long periods given their young age.
- The childminder helps children to develop good communication and language skills and gain confidence in expressing their needs and ideas.
- The childminder has made improvements to her assessment of children since the last inspection. She effectively gathers information about children's starting points and consistently reviews this with parents. This helps her in planning individual next steps for children's learning.
- Children form close relationships with the childminder as she effectively helps them to settle. The childminder is affectionate, patient and nurturing, and children display their obvious attachment to her as they include her in their play.
- Children communicate socially with others while engaging in regular trips within the local community. Visits to the local conservation areas provide stimulating play experiences which help children to learn about the wider world around them.

### It is not yet outstanding because:

- The childminder does not make sure that children who prefer to play and learn outdoors have the resources they need to develop their early number and letter skills.
- The childminder does not routinely seek the views of parents and children to help review the quality of her practice and raise it to a higher level.

## What the setting needs to do to improve further

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

- provide more opportunities outdoors for children who prefer to play and learn outside to develop their good numeracy and literacy skills further
- develop ways to encourage parents and children to share their ideas and contribute to the ongoing improvement of practice.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector observed activities and talked with the childminder and children at appropriate times throughout the inspection.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector looked at a range of documentation, including policies, evidence of the suitability of household members, observation and assessment documentation and the safeguarding procedures.
- The inspector took account of the views of parents spoken to during inspection and as provided in feedback to the childminder in documentation.

### Inspector

Patricia Pickens

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder uses her current training and experience to plan a range of exciting play experiences to meet children's care and learning needs. She carries out assessments of children's progress regularly and encourages parents to share information about their child's ongoing development at home. This means she is always fully aware of children's latest achievements and changing interests when planning their next steps for learning. The arrangements for safeguarding are effective. The childminder has improved her knowledge and understanding of local safeguarding policies and procedures and is aware of her responsibilities in this respect. She has forged strong links with local schools and works closely with other professionals to promote continuity in the care and learning for children who have special educational needs or disability. This helps them to make good progress given their starting points.

### Quality of teaching, learning and assessment is good

The childminder provides excellent opportunities for children to develop their language, communication and social skills. Children confidently use sign language in their play which enables them to participate fully in activities with their peers. When sharing stories and singing songs with children, the childminder models language effectively, praises children and allows time for them to respond. During a delightful activity exploring magic sand, children mould and press this into cups of various sizes, comparing big and little. They discover new textures and are absorbed in learning the properties of the malleable sand. The childminder allows children time to concentrate and develop their creative skills. She provides a warm environment where children demonstrate that they feel safe, have fun and are acquiring skills to support the next steps in their learning.

### Personal development, behaviour and welfare are good

Children have time to talk and be listened to, and they learn how to be respectful and kind to each other. The childminder is a good role model as she is happy, calm and kind towards children. She manages children's behaviour positively, using praise and encouragement, and she is consistent in her approach. As a result, children's behaviour is good. The childminder encourages children to choose healthy snacks and talks to them about healthy eating. Children enjoy daily exercise in the garden. They are also offered opportunities to explore wildlife in the wider environment. These outdoor pursuits promote their health and well-being.

### Outcomes for children are good

Children play a key role in their own learning. They choose their own resources from the wide selection of materials accessible. Children learn to cooperate, show consideration for each other and develop good social skills. They are enthusiastic, independent happy learners who are well prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	223888
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1044431
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 October 2014
<b>Telephone number</b>	

The childminder was registered in 1990 and lives in Whitchurch, Shropshire. She operates all year round from 7.30am until 6pm Monday to Friday, except for bank holidays and family holidays.

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