

Childminder Report

Inspection date

11 November 2016

Previous inspection date

1 June 2016

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 taken the necessary steps to improve her practice. All those living and working on the premises are now suitably checked. Information from parents about children's prior knowledge and skills is now used to identify children's starting points. Children are developing a more a meaningful understanding of other faiths and cultures.
- The childminder's monitoring of children's learning and progress is robust. She is able to swiftly identify gaps in children's learning. The childminder also checks the range of activities available to children to equally promote all areas of children's development.
- Children develop strong bonds with the childminder. She supports their emotional development very well. Children seek her out for comfort when needed.
- Children's motivation, engagement and thinking are well promoted by the childminder. They enjoy the activities available, they are excited to learn more and they are able to make links in their own learning.
- Children are learning how to keep themselves safe. The childminder teaches them safety rules when they go out on walks together. She helps children understand how to walk by the road and river safely.

It is not yet outstanding because:

- The childminder does not involve parents sufficiently in the assessment of their children's progress and does not always give them the support they need to be actively involved in their child's learning.
- The childminder's professional development plans are not yet targeted precisely enough to achieve and maintain an even higher quality of teaching.

What the setting needs to do to improve further

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

- help all parents to become even more engaged and involved in their children's learning and extend opportunities for them to share information about children's achievements at home as part of the assessment process
- build further on good practice and plan targeted professional development that helps to raise the overall standard of teaching to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder throughout the inspection. He looked at relevant documentation, such as policies and procedures and evidence of the suitability of all those living and working on the premises.
- The inspector was shown around the house and garden by the childminder. He also checked the childminder's procedures for assessing risks in the environment.
- The inspector observed an activity and evaluated it with the childminder.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have completed child protection training. They also implement a robust safeguarding policy that they know in detail. Children are kept safe in the childminder's home. She checks for any potential hazards and takes appropriate action. For example, when the decking is slippery from ice, she stops children accessing it. The childminder supervises her assistant effectively. She ensures he has all the relevant training, including paediatric first aid, and sets clear targets to ensure his practice is good. The childminder regularly reviews and adapts her practice based on the needs of children and parents. For example, she has recently changed her routine to provide more time for children to rest and sleep.

Quality of teaching, learning and assessment is good

The childminder completes very regular observations of children. She accurately assesses her observations to identify children's next steps in learning. This childminder uses this information to plan a good range of activities for children. She promotes children's mathematical development effectively. Children recognise circle and oval shapes as they make different shaped train tracks. The childminder also helps children to use mathematical language as they describe the size of beads as small, tiny and big. Children's understanding of the world is promoted in meaningful ways. The childminder explains to children why poppy flowers are special on Armistice Day. Children are creative and have good imaginations. The childminder encourages them to dance to music and sing familiar songs. She also plans activities to enable children to create with purpose, such as making Diwali lamps. The childminder keeps parents updated about their children's development by sharing learning journals and assessments.

Personal development, behaviour and welfare are good

Children's self-esteem and confidence are promoted through praise. For example, the childminder and children do a high five when children achieve something new. She also captures children's achievements by taking photographs to share with parents. Children's behaviour is good. The childminder helps children to consider the impact of their behaviour on others. Children's health is well promoted. The childminder encourages parents to provide healthy food for children to eat. She also takes children on regular walks to local heritage sites. This helps children's physical development and their understanding of the local community. Children are becoming confident about their move on to nursery. The childminder talks to children about starting nursery, in order to support this.

Outcomes for children are good

All children make good progress from their starting points. Children are developing the skills they need to start nursery and school. Older children go to the toilet independently. They learn how to hold a pen and form recognisable letters. Younger children are able to concentrate to complete an activity from start to finish. They are able to follow instructions. All children have good social skills promoted through their attendance at weekly toddler groups with the childminder.

Setting details

Unique reference number	EY320709
Local authority	Shropshire
Inspection number	1058288
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	1 June 2016
Telephone number	

The childminder was registered in 2006 and lives in Bridgnorth, Shropshire. She operates her provision all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with an assistant on occasions. The childminder offers funded education for three-year-old children.

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