

Childminder Report

Inspection date	10 January 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provides the important resource of time and demonstrates a high level of warmth towards the children in her care. This helps children to form strong emotional attachments, settle in quickly and become ready to learn.
- The childminder works closely with parents to find out what their child already knows and can do. She uses this information effectively to identify children's starting points from the outset. Regular observation and assessment ensure that each child's next steps in learning are precise. Parents are well supported by the childminder in fostering their child's learning at home.
- The childminder has developed strong relationships with other providers and the local schools. She shares information with them to promote consistency and continuity in children's learning and development. This, and closely monitoring the educational programme, helps to ensure children are making good progress across all aspects of their learning.
- The childminder includes all parents, children and other professionals and providers in the self-evaluation processes of her provision. This helps to identify strengths and clear targets for ongoing improvements that benefit all children.

It is not yet outstanding because:

- The childminder does not consistently give children enough opportunities to develop their thinking skills or express their ideas.

What the setting needs to do to improve further

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

- give children more opportunities to think about and express their ideas and demonstrate their understanding.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint review of an activity with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of all persons living at the setting.
- The inspector took account of parents' written comments about the service provided and spoke to children during the inspection.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder checks all areas of her home before children arrive and minimises any potential hazards. She critically reflects on all aspects of her practice, identifying and adjusting it to ensure that children are kept safe and well. The childminder knows what to do and who to contact should she have any concerns about a child's welfare. She has a good knowledge of how children learn through play and first-hand experiences. The childminder keeps abreast of current early years practice, which helps her to develop her teaching practice and plan challenging and stimulating activities for all children.

Quality of teaching, learning and assessment is good

When playing with dough, children use a range of tools to manipulate, cut and create model spaces for their small-world characters. They talk about textures as they add feathers, buttons and sticks to their creations. Children persevere and show pride when receiving meaningful praise for their achievements. Children enjoy outings to places of interest. They investigate the world around them as they visit the local park. Here, they become excited as they undertake scavenger hunts, looking for natural resources that start with an identified letter, colour or shape. They collect twigs and leaves to make their own bird nests and talk about nature as they feed the ducks and notice the changing weather. These activities help to support a broad range of skills across all areas of children's learning and development.

Personal development, behaviour and welfare are good

Children cut up their own fruit and vegetables and are keen to try new foods as they talk about where food comes from. This helps to foster children's growing awareness of the importance of a healthy, balanced diet. Children are confident and motivated and enjoy being physically active. They take manageable risks in their play at the local park under close supervision of the childminder. Children behave well and demonstrate a high level of empathy for one another. They listen carefully to the childminder's instruction when on walks to school and demonstrate their clear understanding of how to keep themselves safe in a variety of situations.

Outcomes for children are good

Children lead their own learning. They investigate and explore in an accessible and well-resourced environment. They are developing their independence and put their own coats and shoes on to go outside. The childminder talks to children on the walk to school about how exciting it will be when they move on to school. All children are making good progress in their learning and development. They are gaining the key skills to support their future learning.

Setting details

Unique reference number	EY498196
Local authority	Telford & Wrekin
Inspection number	1080191
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2015. She operates from 7am to 6pm, Monday to Friday, all year round except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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