

# Childminder Report

**Inspection date**

11 April 2017

Previous inspection date

24 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

**This provision is outstanding**

- Since the last inspection, the childminder has built on her already strong systems to evaluate her own and assistants' practice. This has led to even stronger teaching that is adapted more precisely for younger and older children. Training that the assistants attend helps to continually improve their already first-rate knowledge and skills.
- The childminder is committed to strong parent partnership. She provides parents with an abundance of information daily to tell them what their children have achieved. Parents are actively encouraged to continue their children's learning at home.
- The childminder and assistants spend individual time with children who need further support, such as to help develop their listening skills. They swiftly identify where children need additional support and refer them to specialist services.
- The highly qualified assistants effectively teach older children the skills they need for school. For example, they introduce children to different teaching styles where they learn to blend sounds of letters together to make words. The childminder works impeccably hard with parents and teachers to promote excellent continuity in children's learning and care.
- Children's behaviour is impeccable. For instance, they take turns as they play games together. Older children remind younger children not to run in the house. Children have excellent manners and always ask for permission to leave the table.

## What the setting needs to do to improve further

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

- continue to embed plans to gather more detailed information about children's capabilities when they first start and to assess the impact of this on the outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. He viewed a sample of children's learning records.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and her assistants. He looked at relevant documentation, such as the childminder's self-evaluation and safeguarding policy. The inspector viewed evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Self-evaluation is precise and challenging, and the childminder ensures that her practice is continually evolving. The childminder is currently working on developing the information she gathers about new children to help accelerate the progress they make from their starting points. Safeguarding is effective. The childminder works closely with her co-childminder to update and share knowledge on safeguarding. She and her assistants have an expert knowledge of the possible signs that may raise cause for concern and how to report these to the relevant professionals. New assistants are thoroughly vetted to help check their suitability and receive excellent ongoing support.

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

The childminder and her assistants are highly qualified and experienced. They have a strong focus on all areas of children's learning. This means outcomes for children are consistently high. Outdoor learning is rich. Children use binoculars to search for insects and write down the name of the insects they have found. They water plants in the garden, helping them to learn how to care for living things. The assistants help children develop their vocabulary, for example, by encouraging them to use words, such as slippery to describe a worm they have found. Children are encouraged to develop their mathematical skills, such as using mathematical language to describe a worm as long. They count how many insects they have found and recognise numerals on the bottom of plastic ducks in the water tray.

### Personal development, behaviour and welfare are outstanding

The childminder has established strong relationships with staff at local schools and works with them closely to help children have positive attitudes about their move to school. The childminder discusses with parents and encourages them to provide healthy meals for children's lunch; she complements this with nutritious snacks. Children are taught about different customs that people follow. For example, the childminder explains to children why she cannot care for them to enable her to attend a funeral. She explains why people attend funerals to celebrate the life of and remember people who have passed away. The assistants teach children important messages about good hygiene and discuss with them why it is important to wash hands, such as when they have touched an insect.

### Outcomes for children are outstanding

All children achieve at an exceptionally high rate. Children enthusiastically join in with singing and use signs, such as to promote their communication skills, including through verbal and non-verbal methods. Children's physical development is outstanding. They are confident to use different equipment and are becoming secure in their ability to swing, slide and climb on the equipment.

## Setting details

<b>Unique reference number</b>	223740
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1090131
<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>	1 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 February 2015
<b>Telephone number</b>	

The childminder registered in 1991 and lives in Shrewsbury, Shropshire. She works with a co-childminder and two assistants. The childminder holds an appropriate early years qualification at level 3 and two of her assistants holds qualified teacher status. The childminding provision operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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