

# Childminder Report

**Inspection date**

13 April 2017

Previous inspection date

8 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 works hard to maintain good practice. She researches changes in early years legislation and exchanges ideas with other childminders, such as how to promote children's early writing skills in readiness for school.
- Partnerships with parents are strong. The childminder shares an abundance of information with parents about children's learning and how to continue this at home.
- Children have strong bonds with childminder. She skilfully supports them to recognise their feelings and how to overcome worries, such as how they feel about going to nursery.
- The childminder effectively monitors children's development to identify gaps in their learning quickly. She uses information well from her monitoring to help narrow gaps.
- Children learn well about their own culture and beliefs and how these are similar and different to others. For example, children compare their own Christian celebrations to others, such as Holi.

**It is not yet outstanding because:**

- The childminder does not always consider the different ways in which children learn, in order to consistently challenge and fully engage and motivate them at all times.
- The childminder does not fully challenge the most able children to build on their mathematical skills in order to help them recognise shapes and solve simple number problems.

## What the setting needs to do to improve further

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

- develop teaching skills to consistently challenge children further, in order to develop higher levels of engagement and motivation
- enhance the most able children's mathematical development and support them to solve simple number problems and recognise different shapes, including 3D shapes.

### Inspection activities

- The inspector observed the quality of teaching during a range of activities 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. He looked at relevant documentation, such as the childminder's safeguarding policies and self-evaluation. The inspector viewed evidence of the suitability of persons living 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 good

Safeguarding is effective. The childminder keeps her safeguarding training up to date. As a result, she has a clear understanding of how to report concerns about children's welfare in line with her safeguarding policy and procedure. The childminder checks her home each day to help identify any possible hazards and takes effective steps to remove risks to help keep children safe. Self-evaluation is accurate. The childminder identifies ways to improve her practice even further. For example, she has developed opportunities for children to be more independent at mealtimes. Children now spread their own butter on toast at breakfast and pour their own drinks.

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

Parents are involved in assessing their children's starting points and their progress between the age of two and three years. The childminder shares information with health visitors and other settings children attend to promote a joined-up approach to supporting their development. She carefully plans activities that build on children's interests and helps them to achieve their next steps in learning. Children enjoy activities where they play with dough. They learn mathematical language modelled by the childminder, such as tall, big and small. Children correctly describe and compare the size of their dough. The childminder provides number cards for children to recognise numerals, such as their age. Children make apples from dough to match the number on their card. This helps them learn how to match number and quantity together.

### Personal development, behaviour and welfare are good

The childminder asks parents to provide healthy food from home for mealtimes to promote healthy eating. She provides good opportunities for children to be physical indoors in order to help them exercise and develop skills, such as jumping and hopping. Children learn how to behave well. The childminder uses clear and consistent boundaries to help them understand how to behave towards others and around her home. During snack time, children learn how to use knives safely to cut up their fruit by themselves.

### Outcomes for children are good

Children are imaginative and have their own ideas. They pretend to look after the dolls when they are crying and think of ways to stop them, such as giving them a bottle. Children's literacy development is good. They listen to stories, repeat words from books and look at illustrations, asking questions about the characters. Children listen to instructions and work together well with others to put together a hopscotch mat. They notice things in their own world, such as the decay on a banana, and talk about why the banana has gone black because it is, 'Getting old'. Children develop the skills they need for school. They concentrate from the beginning to end of an activity with limited distraction.

## Setting details

<b>Unique reference number</b>	223756
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1090133
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 January 2015
<b>Telephone number</b>	

The childminder registered in 1989 and lives in Albrighton, Shropshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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