

# Childminder Report

## Inspection date

12 May 2017

Previous inspection date

5 March 2014

<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 builds and maintains positive relationships with parents, the local authority advisers and the local nursery and school. She attends regular training on a variety of teaching and learning topics. This helps her to drive forward ongoing improvements, thereby making sure that outcomes for children are good.
- The childminder knows the children well and offers a homely, caring and nurturing environment. This helps children to feel relaxed and safe and to engage in new experiences.
- The childminder takes the children to the local childminding group. Children enjoy hands-on, interactive learning experiences. For example, they touch creatures, such as a rabbit, an owl and a snake, brought into the childminding group by a visitor.
- The childminder promotes children's literacy skills well. She takes the children on regular visits to the library and reads a range of books with them. The childminder teaches children to recognise the letters in their name and how to pronounce the letter sounds correctly.

### It is not yet outstanding because:

- The childminder does not use the information from children's next steps to inform planning and to support them to make more rapid progress in their learning.
- There are not enough opportunities for children to gain a greater awareness of how they differ from, or are similar to, other people.

## What the setting needs to do to improve further

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

- make full use of the accurate next steps in children's learning already identified to guide planning even more precisely and support children's learning even further
- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector evaluated the childminder's assessment of children's progress and how she plans for their next steps in their learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living or working in the household.
- The inspector spoke to children during the inspection and took account of the views of parents through written feedback provided.

### Inspector

Linda Yates

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the procedure she must follow if she has any concerns about a child. She has a good knowledge of how to make sure any risks to children are identified and minimised. The childminder keeps parents well informed about their child's progress so that they can fully support children's learning at home.

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

The childminder checks the activities provided to make sure all the areas of learning are included in the planning. She provides a well resourced and organised learning environment. Children are engrossed as they poke, squash and flatten dough while shaping their creations. They persevere as they practise their scissor skills and try to cut the dough. The childminder develops children's communication skills well and she introduces new vocabulary and uses questions that help challenge children to think. The childminder enhances this activity further and encourages children to name and recognise the colours of the tools and to count them. Each child is praised for their attempts, thereby developing their self-confidence. The childminder prepares children well for the next stage in their learning, such as nursery or school.

### Personal development, behaviour and welfare are good

Snacks provided for the children are nutritious and well balanced. The childminder promotes children's good awareness of road safety on their regular walks to and from school. Children regularly visit the local playground to use the climbing apparatus. This gives them opportunities to learn to take manageable risks and experience physical challenge in their play. The childminder has a good understanding of how all children develop. She is particularly aware of the fluctuating emotional and physical needs of the two-year-old children. The childminder continually responds and supports children's individual needs well.

### Outcomes for children are good

All children make good progress. They are motivated learners who explore their own ideas and select and use toys and resources independently. Older children practise their drawing skills and are confident at copying letters. They are beginning to name and recognise the letter sounds in their name. Babies are engrossed as they concentrate on using the skills needed to put pencils in and take them out of the container. Children listen to music and confidently express their feelings and ideas as they dance. They are self-assured, happy and interact freely and enthusiastically with the childminder. Children develop close friendships with each other as they learn to share toys, experiences and feelings.

## Setting details

<b>Unique reference number</b>	EY397210
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	1087334
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 March 2014
<b>Telephone number</b>	

The childminder registered in 2009 and lives in Telford, Shropshire. She operates all year round from 7.30am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two, three and four-year-old children.

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