

# Childminder Report

**Inspection date**

14 June 2018

Previous inspection date

8 November 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 successfully addressed the weaknesses from the last inspection. She has improved her assessment and planning of children's learning to help raise her practice to a good standard. The activities the childminder plans help children to achieve good levels of development.
- The childminder checks that all children make good progress through her monitoring. She shares information about children's learning with teachers of other settings children attend to help promote continuity in their overall development.
- The childminder interacts well with the children. She offers them ideas to help extend their imaginative play.
- Children have a strong attachment to the childminder and they enjoy sharing play experiences with her. This helps them to learn how to play alongside others.
- Children's behaviour is very good. They are polite and use good manners, such as when they ask to play with different toys.

### It is not yet outstanding because:

- The childminder's plans for her professional development are not precise enough to help raise her knowledge and skills to an outstanding level.
- The childminder does not fully promote children's understanding of different people and communities.

## What the setting needs to do to improve further

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

- target professional development more effectively to help raise the already good quality practice further
- build on the opportunities for children to learn about different people, communities and the customs of different festivals and religions.

### Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. He looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with the 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 knows how to report concerns about a child's welfare to the relevant child protection agencies. She has risk assessed all areas of her new home to help identify and minimise potential hazards. Self-evaluation is good. The childminder reflects on her practice and asks parents for their feedback. She has identified areas for future development to help promote continual improvement.

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

The childminder assesses children's starting points on entry. She gathers detailed information from parents about what children know and can do to help identify their skills when they start. The childminder has good relationships with parents and each day she shares information with them about their children's achievements and next steps. This helps parents to guide their children's learning at home. The childminder teaches children who are due to start at school the skills they need. For example, she provides opportunities for children to hold a pen and write their name to support their early writing skills. Through play the childminder makes the most of opportunities to teach children mathematical skills, such as recognising size and quantity.

### Personal development, behaviour and welfare are good

The childminder has created a learning environment that closely reflects children's interests. For instance, she provides a range of art and craft resources to build on children's fascination in being creative and making things. The childminder prepares children well for their move to school. For example, she takes children to visit the reception class at school. This helps to reinforce children's positive attitudes about starting at school. The childminder promotes children's healthy lifestyles and understanding of good hygiene routines. She serves nutritious food to children and encourages them to take physical exercise each day.

### Outcomes for children are good

Children have good levels of engagement and motivation in learning. They can concentrate for long periods while completing activities. All children make good progress from their starting points. They have good physical and design skills. Children can select tools to construct with when playing with dough. They are imaginative and take on roles in their play, including as a cook to make pretend food and drinks for others.

## Setting details

<b>Unique reference number</b>	405319
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1118381
<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>	4 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 November 2017
<b>Telephone number</b>	

The childminder registered in 2001. She operates all year round from 6.45am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She receives funding to provide free early education for three- and four-year-old children.

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