

# Childminder report

<b>Inspection date</b>	16 November 2018
Previous inspection date	20 April 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 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

### The provision is good

- The childminder regularly exchanges information with other providers and local schools about children's care and learning. This helps to ensure there is consistency and continuity for all children on roll. Outcomes for children are good.
- The childminder provides parents with daily feedback about their child's day. She promotes parent's confidence in supporting their child's learning in the home environment. For example, she keeps parents fully informed about their child's individual next steps in learning.
- The childminder uses consistent, meaningful praise with children throughout the day. She gets down to their level to talk to them about the need to be aware of the feelings of others. This helps to promote children's positive behaviour and fosters their friendship building with others.
- The childminder includes the views of the parents and their children in her self-evaluation processes. She uses this information to enhance her practice and to help to identify targets for continuous improvement.

### It is not yet outstanding because:

- There are not enough opportunities for children to gain an awareness of how they differ from, or are similar to, other people.
- The childminder does not always seek the highest possible level of detail from every parent about what their child already knows and can do, prior to the time of entry.

## What the setting needs to do to improve further

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

- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the local and wider community
- encourage parents even further to share information about what their child already knows and can do so that this comprehensive information can be used from the start.

### 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 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 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

Mary Henderson

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder robustly checks all areas and makes sure any hazards are minimised or removed. She keeps her child protection training updated over time. The childminder knows what to do and who to inform if she has any concerns about any of children she cares for. This, and close supervision at all times, helps to keep children safe and well throughout the day. The childminder regularly monitors the educational programme she provides for children. This helps her to ensure all children are progressing well in their learning. The childminder undertakes a range of training opportunities over time. This helps to keep her knowledge about teaching and learning fresh and current.

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

The childminder provides children with a range of exciting outings to places of interest. For example, she takes children for walks to the local stream. Here, children have fun as they throw sticks into the stream and watch them float away. During their outings, the childminder encourages children to use their senses as they notice the changing seasons. Children talk about the leaves falling in the autumn, and they look out for buds appearing in the spring. They look out for wildlife around them and collect leaves, conkers and pine cones, bringing these back to use in other activities. During such times, the childminder uses a range of questioning techniques and extends children's vocabulary with new words. This helps children to develop their language and communication skills well. Children's interests in the outdoors is further promoted by the childminder. For instance, children plant and grow some of their own foods. They harvest potatoes, tomatoes and soft fruits and enjoy eating these with the childminder.

### Personal development, behaviour and welfare are good

The childminder is warm, caring and highly responsive to children's immediate needs. This helps children to develop their close emotional attachments. The childminder supports children to take manageable risks in their play. For example, she takes them on regular visits to the park where they can build on their climbing and balancing skills over time. The childminder provides a range of fruits for children's snack times and drinks of water throughout the day. This fosters children's growing awareness about the benefits of a healthy lifestyle.

### Outcomes for children are good

All children are progressing well. They are growing in confidence and make independent choices about what they want to play with. Older children think critically and use their experiences and thoughts in their play. For example, during imaginary play, they work out that if they put a lion from the zoo in with the farmyard sheep, the lion may actually eat the sheep. Younger children demonstrate a can-do attitude to learning. They pull and push buttons on the play washing machine and find baby clothes to put in and out. This helps them to build on their understanding about concepts. Children are becoming increasingly ready for the next phase of their learning, including their move on to school.

## Setting details

<b>Unique reference number</b>	223727
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10071209
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	20 April 2015

The childminder registered in 1993 and lives in Wem, Shropshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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