

Childminder report

Inspection date	21 January 2019
Previous inspection date	28 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

This provision is good

- The childminder has strong partnerships with parents and they work well together to support children's continued learning at home. For example, she works closely with them to assess children's development, including the two-year-old progress check. Parents speak highly of the care their children receive.
- The childminder and her assistants support children's learning skilfully. They make good use of their observations of children's play to identify how to support each child's development. For example, they adapt activities to help build on children's preferred way to learn and their interests.
- Children make good progress and gain a strong foundation for their future learning, and school.
- The childminder and her assistants support children's emotional security successfully. They are friendly and nurturing, and children form close bonds with them. Babies are happy, secure and quickly soothed. Older children gain an awareness of their emotions and draw pictures to show how they are feeling.
- The childminder does not establish fully successful links with other settings that the children also attend, to share information regularly about children's learning.
- At times, some routines mean that children wait for short periods before starting activities, which delays their active learning.

What the setting needs to do to improve further

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

- extend partnerships with other providers to further support the continuity of children's care and learning
- review and refine some aspects of the daily routines to reduce disruption to children's learning and maximise opportunities for them to play and explore at their own pace.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection and carried out a joint evaluation of the teaching and learning with the childminder.
- The inspector had a tour of the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistants have a secure knowledge of how to keep children safe. They have a clear understanding of the process to follow should they need to report any concerns about a child's well-being. The childminder understands the requirements to notify Ofsted of any significant event or change. The childminder reflects effectively on the service she provides in order to identify areas for further development. For example, she is currently reviewing and enhancing the resources available to children to challenge their thinking skills even further. The childminder provides her assistants with effective support to improve their teaching. They have a clear understanding of their personal targets and receive good support from the childminder to achieve these.

Quality of teaching, learning and assessment is good

The childminder and her assistants know children well and monitor their progress effectively. They plan a wide range of interesting activities that children enjoy. Babies eagerly explore a range of sensory resources and enjoy exploring the sounds they can make with them. The childminder supports their literacy skills well. Babies see how marks can be made as they roll balls in paint and then across paper. Older children show control as they paint with brushes. The childminder helps children to progress well in their physical development. Children learn to balance carefully as they operate scooters and enjoy energetic dance activities.

Personal development, behaviour and welfare are good

The childminder and her assistants provide children with clear expectations. Children have good manners and learn to share and take turns. The childminder helps children to learn about keeping themselves safe. Children learn about road safety and the importance of good hygiene routines. They gain good levels of independence and learn to manage their personal needs. Older children learn how to dress and undress in their outdoor clothes. Babies enjoy feeding themselves at mealtimes. The childminder provides children with healthy and nutritious home-cooked food that they enjoy.

Outcomes for children are good

Children progress well with their communication and language. Babies listen attentively, practise their sounds and follow simple instructions. Older children talk animatedly about topics that interest them and develop good conversational skills, such as asking questions. Children develop their understanding of the world and learn about the life cycles of animals, such as how caterpillars change into butterflies. They use their good imagination as they recreate familiar roles and experiences. For example, children pretend to cook and serve food.

Setting details

Unique reference number	223737
Local authority	Shropshire
Inspection number	10092236
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 9
Total number of places	18
Number of children on roll	29
Date of previous inspection	28 November 2015

The childminder registered in 1995. Alongside her childminding practice, she is also registered to provide childcare on domestic premises. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays. The childminder holds early years professional status. She works with five assistants. The childminder receives funding to provide early education for three- and four-year-old children.

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