

# Childminder report

<b>Inspection date</b>	21 February 2019
Previous inspection date	16 May 2018

<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 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 addressed the weaknesses from her last inspection. To assist her in her development she has sought advice from other professionals, such as local authority advisers. This has helped to raise the quality of her provision to a good standard.
- The childminder has worked hard to enhance her partnership with parents. She provides ideas to parents of how they can support their children's learning at home, for example by encouraging them to teach their children to recognise familiar words.
- Children's behaviour is good. The childminder teaches children the rules of her home, such as walking inside. Children respect the boundaries and the childminder.
- Children have good levels of concentration and can overcome challenges in their play.
- The childminder does not promote effectively a two-way flow of information with staff at other settings children attend. She also does not share detailed information with teachers when children start at school.
- The childminder does not monitor children's progress precisely enough. Therefore, she does not respond as swiftly as possible to children's emerging learning needs to help them make outstanding progress.

## What the setting needs to do to improve further

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

- develop more effective ways to share information about children's learning and progress with the staff of other settings children attend and teachers at schools children move on to, to further promote continuity in their learning
- strengthen the monitoring of children's progress to adapt teaching to children's emerging learning needs more swiftly.

### Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact 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 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 leadership and management is good

Safeguarding is effective. The childminder makes good use of training to help to keep her understanding of child protection procedures up to date. She assesses potential hazards in her home to help minimise risks, for example by ensuring children do not come into contact with animal faeces in the garden from her pet dog. Through self-evaluation the childminder reflects on ways to improve the educational programmes she offers. For instance, she has identified ways to develop children's personal, social and emotional development to help to assist them in their preparation starting school.

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

The childminder assesses children's starting points with parents when children first start. This helps her to plan for children's learning from the outset. The childminder has a strong focus on teaching children the skills they need for school. For example, she maintains children's good progress in literacy. The childminder teaches children letters and their sounds. Children listen to the childminder say the letters and sounds and then repeat them accurately. They then link the letters to the sounds that they represent in words, such as 'o' for 'octopus'. This helps to support children's early reading skills.

### Personal development, behaviour and welfare are good

The toys and resources available, support children's rich play and learning experiences. For instance, the childminder demonstrates how to play music using a voice-controlled technology device. Children then 'have a go' themselves and enjoy dancing to the music. They move their bodies in different ways, for example, swirling to the music, and recite some of the words to the songs. Children feel secure in the childminder's care. They thoroughly enjoy the dedicated time the childminder spends with them, where they play enjoyable games together. The childminder encourages children to be independent in managing their own self-care needs. For example, she provides tissues for children and encourages them to wipe their own noses and clean their hands. This helps to contribute to children's good hygiene.

### Outcomes for children are good

Children make good progress in their learning. They are quickly developing a wide range of vocabulary that they use purposefully, such as labelling a 'unicycle' from a picture. Children benefit from the childminder's skilful interactions with them. This helps to support their communication skills. Children can hold conversations with the childminder about experiences they have shared, such as baking. Children are starting to use a good range of positional language to describe if items are 'on top of' or 'below' others.

## Setting details

<b>Unique reference number</b>	223719
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10084958
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	16 May 2018

The childminder registered in 1975 and lives in Whitchurch, Shropshire. She operates all year round from 8.30am to 5.30pm, Monday to Thursday, except for family holidays. The childminder receives funding to provide free early education for three-year-old children.

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