

Childminder report

Inspection date	21 May 2019
Previous inspection date	6 July 2018

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

- Children are happy and enjoy their time with the childminder. She has a lovely rapport with them and knows them well. The childminder is friendly and attentive to children's individual needs as she engages in their play. This supports their emotional well-being successfully.
- Children's physical development is promoted well. The childminder provides daily opportunities for them to enjoy fresh air and exercise. She organises regular outside activities, such as playing in the garden, visits to local parks and meetings with other childminders. This helps children to develop good social skills.
- Children behave well. They listen to the childminder and respond well to her high expectations and the boundaries she sets. Children learn to control their feelings and emotions and follow routines well. For example, they help when it is tidy-up time.
- Partnerships with parents are good. The childminder ensures they are kept very well informed about every aspect of their child's day. For example, she shares children's learning journals and daily diaries on a regular basis to support and extend their learning at home.
- The childminder has good links with staff at other early years settings that children attend. She works with them closely to provide continuity in children's care and learning.
- Self-evaluation is effective, accurately identifying the strengths of the provision and aspects she would like to improve. The childminder receives complimentary feedback from parents about the care she provides and the progress their children make.
- The system to assess and track children's development is not fully embedded or sharply focused enough to help support children to make outstanding progress.
- The childminder does not make the most of opportunities to support children to learn about their own safety in the event of a fire.

What the setting needs to do to improve further

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

- embed the assessment and tracking systems so that children are supported to make outstanding progress
- provide younger children with more opportunities to learn about how to keep themselves safe in the event of a fire.

Inspection activities

- The inspector observed the quality of teaching during activities outdoors and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through questionnaires.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of leadership and management is good

The experienced childminder has worked hard since her last inspection to address weaknesses in practice. For example, she has obtained prior written consent from parents to administer medication. Safeguarding is effective. The childminder has a good awareness of child protection issues and the procedures to follow should she have a concern about a child in her care. She carries out daily checks on the house and garden before children arrive. This ensures all areas are safe and secure. The childminder has a wide range of written policies and procedures that she shares with parents. This helps to ensure that they are aware of her expectations. The childminder has undertaken several online courses to keep up to date with different aspects of early years. This includes how to support children's communication and language skills, as well as supporting them to make marks in preparation for writing.

Quality of teaching, learning and assessment is good

The childminder plans a good range of activities and experiences that link to children's interests. Children are happy and engaged in their learning as they work together using bricks and levers to build boats and towers. The childminder encourages them to count and work out problems as they connect objects using nuts and bolts. The childminder supports children well with their early communication and language skills. Children make marks on chalk boards as they develop early writing skills. She talks to them constantly, asking questions and encouraging them to express themselves. Children enjoy playing in water as they fill and empty containers and explore objects that sink and float. Children learn about the world around them as they watch birds feeding in the garden. They plant vegetables in raised beds and explore insects. Children create models of caterpillars using soil placed in tights and secured with string to create the body of the caterpillar. This is linked to a popular story about a caterpillar.

Personal development, behaviour and welfare are good

The childminder praises children warmly as they play nicely together. She is a good role model and supports children to learn social skills, such as sharing and taking turns. The childminder regularly takes children out to local groups where they interact with their peers and other adults. In addition, she plans many trips to local parks, fields and places of interest. This helps children learn about their community and the wider world. The childminder skilfully supports children to be independent and extend their self-help skills. Children dress themselves, wash and dry their hands and help the childminder with tasks, such as tidying away toys.

Outcomes for children are good

Children are making good progress and gaining the necessary skills to be ready for school or the next stage of their learning. They are independent and make decisions about their play and the activities in which they participate. Children develop good pencil control and are learning to write for a purpose. They are beginning to notice letters and numbers while enjoying walks in the local environment.

Setting details

Unique reference number	EY298036
Local authority	Shropshire
Inspection number	10085088
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	6 July 2018

The childminder registered in 2004 and lives in Wem, Shropshire. She operates all year round, Monday to Friday from 7am to 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification.

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