

# Childminder report

<b>Inspection date</b>	9 August 2019
Previous inspection date	7 July 2014

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder gives performance management and professional development high priority to help build on her own knowledge and skills and those of her assistants. Qualifications that the childminder and her assistants achieve have a positive impact on children's learning experiences.
- The childminder works closely with the providers of other settings children attend. She regularly communicates with them to help promote continuity in children's care.
- Teaching is consistently strong. Some aspects of the childminder's and her assistants' teaching are better than good. They are highly responsive to children's emerging interests and plan activities that help children consolidate and learn new skills.
- Children's behaviour is exemplary. They show a great level of respect for others and the environment. The childminder has high expectations for children's behaviour, and this helps children to develop outstanding self-regulation. They use excellent manners and always tidy away after themselves with little encouragement from the childminder.
- Two-year-olds, who the childminder receives funding for, make good progress from their starting points. The childminder uses effective teaching strategies to help close gaps in their communication and language development.
- The arrangements to emotionally prepare children for starting nursery are excellent. Children are confident to start and feel reassured about what nursery will be like.
- The childminder does not assess some children's starting points quickly to help identify their initial skills and knowledge. She obtains information from parents about what their children can do when they first start attending. However, the childminder does not use this information as part of the initial assessment.

## What the setting needs to do to improve further

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

- refine the assessment of children's starting points to minimise any delay in identifying what children know and can do when they first start
- make better use of the information provided by parents about their children's prior knowledge and skills to plan for children's learning more precisely from the outset.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 and one of her assistants. He looked at relevant documentation and evidence of the suitability of persons living and working 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 and her assistants all know how to recognise indicators of abuse and report concerns about a child's welfare. The childminder deploys her assistants well to promote the smooth management of her setting. This enables the childminder to provide various activities in different areas of her premises based on children's individual learning preferences. The childminder has a strong vision developed through critical self-evaluation. She has well-focused improvement plans to help accelerate children's already good progress. For example, she is embedding changes to the environment and resources to help build on children's curiosity in their play.

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

The childminder plans high-quality experiences that provide a breadth of learning for children based on their individual interests. For example, the childminder plans a baking activity in response to children bringing in apples from their holiday. She helps children to develop their mathematical and literacy skills as their next steps in learning. Children learn that print carries meaning by reading and following a recipe. The childminder teaches children the concepts of quantity and size through measuring out ingredients and comparing different sizes of apples. Children develop excellent physical skills for their age. For instance, from a young age they can combine ingredients using a variety of methods, use tools safely and pour ingredients between containers.

### Personal development, behaviour and welfare are outstanding

Children's engagement in learning is outstanding. They can concentrate for periods well beyond the typical levels for their age. Children show great enthusiasm for the varied activities available. They have vivid imaginations and can use their own ideas to develop their pretend play. For instance, outside, children use water in a tray and pretend it is a 'washing station'. The childminder's assistant responds to this by adding cleaning liquid and sponges for children to wash cups and plates. Children use natural materials to make tea that is green. The childminder sensitively observes this play and skilfully extends it by allowing children to try different types of tea with their lunch, such as 'green tea'. Children are developing an excellent knowledge of healthy lifestyles from the childminder. She explains to them what food to eat in moderation to keep healthy. Children feel secure in the childminder's care and have warm relationships with her and her assistants.

### Outcomes for children are good

Children understand what they can do well and what skills they still need to develop even further. They have the skills they need for the next stage in their learning, including school. Children make outstanding progress in their physical and personal, social and emotional development. They can talk in detail about those who are important to them, such as their parents, and link experiences from home to their play.

## Setting details

<b>Unique reference number</b>	EY371729
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10069740
<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 - 9
<b>Total number of places</b>	18
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	7 July 2014

The childminder registered in 2008. She lives in Ludlow, Shropshire. The childminder works with two assistants. She operates from Monday to Friday, from 8am until 6pm, all year round, except for family holidays. The childminder receives funding to provide free early education for two-, three- and four-year-old children. She holds a relevant degree and one of her assistants has an appropriate level 2 qualification.

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