

# Childminder report

<b>Inspection date</b>	22 August 2019
Previous inspection date	16 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Outstanding	<b>2</b> 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 attends regular training about learning and development topics. This, and attending the local authority update meetings, helps her to evaluate her provision effectively, so that children continue to make good progress. The childminder works closely with the local nursery and school. This means there is a shared approach to children's care and learning so that they receive consistent support.
- The childminder works effectively in partnership with parents. She enhances parents' understanding about how their child's learning can be best supported at home. For instance, through daily chats and the sharing of photographs and information about children's achievements and next steps in learning.
- The childminder provides children with lots of opportunities to test their physical skills. For example, children play with a range of balancing and climbing equipment outdoors and have regular visits to the local playground and soft-play venues.
- The childminder builds effective relationships with children. For example, she offers reassurance, encouraging smiles and cuddles when needed. Furthermore, she chats to children as she plays alongside them. Children show affection and concern for each other and use good manners. They enjoy consistent praise that acknowledges their positive behaviour and achievements.
- The childminder does not use the information she gathers from observing children as effectively as possible to support them to make rapid progress in their learning.
- The childminder does not provide enough opportunities for children to gain an awareness of how they differ from, or are similar to, other people.

## What the setting needs to do to improve further

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

- use the information gathered from observing children even more effectively, to help them make rapid progress in their learning
- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 or working in the household.
- The inspector held conversations with children during the inspection.
- The inspector took account of the views of parents spoken to on the day and through written feedback provided.

**Inspector**  
Linda Yates

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder attends regular training that ensures she is fully aware of the signs of abuse. She knows the procedures she must follow if she has any concerns about a child. The childminder checks all indoor and outdoor areas to identify and minimise any possible risks to children. This, and risk assessing all outings off the premises, helps to keep children safe and well. The childminder provides every parent with a progress check for their child between the ages of two and three years to share with relevant professionals. She monitors the educational programme and uses suitable guidance to benchmark children's ongoing achievements across all the areas of learning.

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

The childminder promotes children's learning through effective teaching. For example, she encourages the older children to develop their hand-to-eye coordination as they use plastic tweezers to pick up pom-poms. During such activities, the childminder discusses concepts such as big and little. Furthermore, she encourages the children to name the colours of the pom-poms and to sort them into groups. Children shape their own creations as they poke, squash and flatten the dough and make marks with paint on the paper. The childminder promotes children's understanding of the natural world well. For instance, she talks to them about what they can see, hear and smell during their regular walks along the country lanes with the childminder's dog.

### Personal development, behaviour and welfare are good

The childminder has a good understanding of how all children develop. She is particularly aware of the fluctuating emotional and physical needs of younger children and supports them well. The childminder provides children with nutritious and balanced meals and snacks. She helps them to develop their social skills and to familiarise themselves with the nursery and school environment well. For instance, she regularly takes the younger children to the toddler group and to drop off and collect the older children from nursery and school.

### Outcomes for children are good

Children develop the skills and knowledge they need in readiness for their move to nursery or school. They lead their own play and demonstrate a 'can-do' attitude towards their learning. For example, babies practise pulling themselves up to a standing position by holding on to the furniture. Older children confidently sing nursery rhymes as they play on the see-saw and mini trampoline outdoors. They closely observe and talk to the childminder about the snail that they have found in the bush and about their past experiences with snails at home. Older children engage in imaginary play as they pretend to cut the small trees outdoors and play with the small-world cars. Children are happy, self-assured and continually interact with each other and the childminder.

## Setting details

<b>Unique reference number</b>	223714
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10115935
<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 - 13
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	16 November 2015

The childminder registered in 1995 and lives in Shrewsbury. She operates all year round from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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