

Childminder report

Inspection date:

5 December 2019

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy the time that they spend with the childminder and her assistants. New children settle very quickly and show that they are happy and secure as they explore confidently. When children first start, the childminder takes time to work with parents to gather information about children and get to know each child's individual needs. Children are well motivated to play, explore and make new discoveries. They eagerly investigate a tray of shaving foam and enjoy creating different effects as they add colour. Children behave well, develop good social skills and play together harmoniously. The childminder skilfully creates opportunities that require children to share and take turns, and they do so happily. Older children develop interesting storylines together in their play, drawing on their favourite books and films for inspiration. Younger children observe others with interest and then seek to engage them. Children develop good levels of independence, and the childminder and her assistant make good use of everyday opportunities to encourage them to complete tasks for themselves, such as dressing and undressing, and pouring their own drinks. They confidently manage their personal care routines and learn about good hygiene practices. Babies confidently feed themselves and have a strong desire to do things independently. Children make good progress and are well prepared for their future learning and school.

What does the early years setting do well and what does it need to do better?

- The childminder is committed to developing further her professional skills and those of her assistants. She completes regular training to update and extend her knowledge, and provides training opportunities for her assistants. Recent training has helped them to refine the strategies they use to support children with language delay.
- The childminder evaluates the service she provides effectively. However, she does not reflect precisely enough on teaching, to identify areas for even further development. This means she has been unable to maintain the highest quality of learning experiences for children.
- Children progress well towards the next steps in their learning. The childminder and her assistants make good use of their observations of children to inform assessment. This helps them to identify and target what children need to do next. Children with special educational needs and/or disabilities receive the support they need to help them to catch up in their development.
- Parents speak highly about the service the childminder provides. She involves them well in their child's learning. This helps to provide continuity in their care and development. For example, she seeks the views of parents as part of the progress check for children aged between two and three years.
- The childminder provides children with good opportunities to be physically active. Younger children develop their sense of adventure and enjoy climbing

activities. Older children run around energetically and explore different ways of using a swing safely. However, the childminder has not identified how to extend the range of outdoor activities to reflect the different areas of learning as well possible.

- The childminder and her assistant support children's emotional security and development skilfully. They implement a range of successful strategies to help children to manage their fears and anxieties. For example, children use a 'worry monster' to help them to express aspects of their lives that they are troubled by. Children learn about breathing techniques to help them to control unwanted feelings, such as anger.
- Children learn about their local community. The childminder plans a range of interesting activities that help children to learn about diversity in society and how they can provide help to others. This helps children to develop empathy and understanding about the different needs that people have.
- The childminder helps children to prepare well for school. Children enjoy seeing their names written, and eagerly experiment with mark making. They listen with interest to stories and join in enthusiastically with songs and rhymes. Children learn to recognise numbers and develop their understanding of quantity. The childminder helps them to prepare emotionally for this transition and provides effective opportunities for them to become familiar with the different routines associated with school.
- Children benefit from nutritious home-cooked food, healthy drinks and snacks. They learn about good hygiene practices and talk about brushing their teeth.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of safeguarding matters and know how to identify concerns about a child's welfare. They understand the procedures to follow if they have concerns about a child's welfare and know how to seek advice. The childminder follows safe recruitment processes to check the suitability of her assistants. She ensures that first-aid qualifications are always maintained. The childminder and her assistants understand the importance of reporting any concerns about the conduct of colleagues. They make careful risk assessments so that children can play safely.

What does the setting need to do to improve?

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

- review the quality of teaching to identify further opportunities to enhance children's play, extend their learning and offer the highest level of challenge
- identify how to extend the range of learning experiences for children who learn best outdoors to provide them with opportunities that reflect fully the different

areas of learning.

Setting details

Unique reference number	260882
Local authority	Telford & Wrekin
Inspection number	10115993
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	12
Number of children on roll	14
Date of previous inspection	23 October 2014

Information about this early years setting

The childminder registered in 2001 and lives in Telford. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants. She provides funded early education for two- and three-year-old children. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The inspector completed a learning walk with the childminder across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the childminder.
- The inspector held discussions with the childminder, the assistant and children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents, including evidence of suitability and training.
- The inspector took account of parents' views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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