

Childminder report

Inspection date:

18 December 2019

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy coming to the childminder's warm and welcoming home. They show respect for her home by taking off their shoes when they arrive and hanging up their belongings. Children quickly engage with the interesting activities the childminder provides for them. The childminder is very nurturing and this helps children who have recently started to attend to settle quickly and feel reassured while in her care. Children comment that they like coming to the childminder's home, and parents' feedback about the quality of care and activities provided is very positive. Children's behaviour is very good. They understand the house rules and learn right from wrong, for example not playing with the childminder's Christmas tree ornaments, so as not to break them. Children have strong relationships with each other. They will ask each other for help and they play harmoniously together. The childminder and the children both treat each other with respect. The childminder takes children's safety seriously. She makes effective use of the information provided to parents and children by staff at the local school about the safe use of technology. The childminder builds on this, for example by explaining to children the risks of playing online games that are not age-appropriate for them.

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

- Children show high levels of curiosity and engagement during activities. They use their vivid imaginations during creative activities to make a range of Christmas crafts. Despite the childminder having a range of art materials for children to create with, she does not make all of these available to children who only attend before school.
- The childminder skilfully interacts with children. She commentates on their learning, such as describing what they are drawing. The childminder checks children's knowledge through her questioning. She uses a good balance of open-ended questions. This helps children to communicate and describe what they have drawn.
- The childminder provides a variety of activities to help children build on skills from school. She allows children to take turns each day to open a door on an advent calendar by finding the numerals that represent the date. The childminder asks children mathematical questions, such as how many days are left until Christmas. This encourages children to solve mathematical problems.
- Children have a strong relationship with the childminder, including those who have recently started attending. They ask her for help to overcome challenges, for example when they struggle to write letters of their name. Children have high levels of confidence. They are proud of their achievements and show them off to other children with great pride.

- The childminder talks to children about their day ahead at school. When children go on school trips to the pantomime for the first time, she talks to them about how it feels to go to the theatre. This helps to reassure children and develop their vocabulary to describe their own feelings.
- The childminder challenges gender stereotypes to help promote diversity. She helps children to understand that boys and girls can wear a range of clothes, including those that are different to those they typically choose to wear.
- Children have good levels of independence and they can follow a series of instructions, including tidying up and putting on their own coat, hat and gloves, before leaving for school.
- The childminder promotes children's healthy lifestyles. She provides nutritious snacks for children after school and encourages them to follow good hygiene routines. There are daily opportunities for children to take exercise.
- The childminder self-evaluates her practice by discussing with parents and children about ways to improve it further. Since the last inspection, she has developed her partnership working with staff at the school that the children attend. This has helped her gain a stronger knowledge of children's activities at school. The childminder now plans activities to help children build on their learning from school. This helps to promote continuity for children between school and her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her home is safe and suitable for children. She practises evacuation procedures with them to help them understand what to do in the event of an emergency. Children know how to manage risks. When it is icy, the childminder reminds children they must walk with their hands out of their pockets and at a slow pace to help them balance on the ice. The childminder has an up-to-date knowledge of child protection procedures, including who to report concerns about a child's welfare to.

Setting details

Unique reference number	223725
Local authority	Shropshire
Inspection number	10116338
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	20 January 2015

Information about this early years setting

The childminder registered in 2000. She lives in Shrewsbury, Shropshire. The childminder only cares for school-age children before and after school, during term times only.

Information about this inspection

Inspector

Scott Thomas-White

Inspection activities

- The childminder provided the inspector with a tour of her home. This included discussions about the organisation of activities and safety procedures.
- The inspector observed activities and evaluated them with the childminder.
- The inspector held a number of 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.

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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