

Childminder report

Inspection date:

27 February 2020

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| Overall effectiveness | Good |
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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 behave well and are happy in the welcoming and inclusive environment. From an early age, they learn to share resources and take turns with their friends. They are taught by the childminder to be kind, loving and polite. Children can easily access a wide variety of toys and resources in the purpose-built playroom. They show enjoyment in their play and confidently ask for activities that they like to do, for example, listening to songs about letters and acting out the movements. Children show good concentration skills and engage for long periods of time, such as when playing a card-matching game with the childminder. During story time, children are shown pictures of cartoon animals in the book. The childminder builds on the activity by providing images of real animals to compare. This helps children to develop a better understanding of the world around them. Children are well cared for and they benefit from what they need during the day, such as receiving supportive cuddles if they become upset. This helps all children to feel comfortable and secure in the childminder's care. Children carry out tasks that help them to become independent and receive praise from the childminder as they complete them.

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

- The childminder knows the children well, promotes their emotional well-being and confidently meets their individual care needs. The childminder works in partnership with parents, gaining and making use of information to ensure that she offers the right support for each child. They work together to ensure children receive consistent behaviour management approaches when at home or in the childminder's care.
- The childminder is committed to helping children understand and follow healthy practices. For example, she models how children should wash their hands correctly and teaches them about germs. Children have many opportunities to engage in physical activity, such as in the outdoor space at the childminder's home. They enjoy regular walks to a nearby park to explore the environment and develop physical skills and control on the play equipment.
- The childminder gains the views of parents and uses these to improve the care she provides. She reflects on her abilities and focuses on improving her knowledge to enhance her practice. She attends training to ensure she can meet the needs of the children in her care, such as recently attending a speech and language course. She also ensures that she shares information with other professionals, such as health visitors, when appropriate.
- The childminder creates good partnerships with the parents. She talks with them every day about what their children have done and provides useful advice, for example, about what foods to consider providing when preparing children's packed lunches. Parents comment positively about the education their children

receive. They also note that the childminder is caring and compassionate and a wonderful role model for the children.

- Children learn through enjoyable experiences. For example, they explore shapes as they play with colourful construction magnets. The childminder introduces new vocabulary to describe children's creations, and mathematical language such as the names of 2D and 3D shapes. Children confidently explore the environment and make independent choices in their play.
- Children make good progress in all areas of learning and benefit from a range of interesting activities, both indoors and outside. The childminder plans and provides activities based on the interests of the children. However, she is yet to fully extend the planning to include her assessment of each child's level of development and what they need to learn next.
- Children develop a good level of speech and language and become confident communicators. They sit and listen to the childminder as she reads an engaging story, and recall parts of the book. The childminder introduces new vocabulary for them to repeat. However, she does not always correct children or help them to gain further understanding if they have misunderstood what she is trying to teach them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe environment and ensures appropriate measures are in place to keep children safe. She has a good knowledge of the signs and symptoms that may suggest a child is at risk of harm. The childminder is also aware of wider safeguarding issues, such as radicalisation. She understands the need to maintain and keep accurate records and documentation. She is confident with following the procedures to report any concerns she may have about children's welfare. The childminder ensures she keeps her knowledge up to date through regular training, including safeguarding and first aid.

What does the setting need to do to improve?

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

- strengthen the use of observations and assessments and use the information to sharply focus planning on what children need to learn next
- maximise opportunities to extend children's thinking skills to further enhance their understanding and learning.

Setting details

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| Unique reference number | 223622 |
| Local authority | Shropshire |
| Inspection number | 10115932 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 1 to 6 |
| Total number of places | 6 |
| Number of children on roll | 12 |
| Date of previous inspection | 2 April 2015 |

Information about this early years setting

The childminder registered in 1997 and lives in Whitchurch, Shropshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and personal holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Laura Green

Inspection activities

- The inspector and childminder toured all areas of the premises and discussed how the early years provision and curriculum are organised.
- Relevant documentation was checked by the inspector, including evidence of the suitability of all people living at the property.
- The inspector observed the quality of teaching during activities. She assessed the impact this has on children's learning.
- A discussion was held between the inspector and the childminder about the quality of the provision.
- The inspector read testimonials from parents during the inspection and took account of their 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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