

Childminder Report

Inspection date	13 August 2015
Previous inspection date	5 February 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The childminder is very experienced and knowledgeable. She uses this knowledge to provide interesting and child-centred play opportunities. This enables all children to flourish, developing their confidence, curiosity and creativity.
- All children make excellent progress from their starting points. Gaps in children's learning are identified and closed rapidly. Those more-able children are appropriately challenged to achieve beyond their typical level of development.
- Children are relaxed and happy in this warm and loving home. They benefit from a sensitive relationship with the childminder. As a result, they feel at ease in her care as their individual needs are met according to parent's wishes.
- The childminder works effectively with agencies to seek additional support for children. There are well established links with the local schools. Therefore, children are well prepared for school, both emotionally and by developing skills for their future learning.
- There is a robust culture of safeguarding practice. The childminder has attended child protection training and is proactive in keeping children safe. She is clear about the signs of abuse and neglect and is able to act appropriately as required.
- The quality of practice is extremely high. The childminder continually evaluates and develops her setting. She uses the views of parents, ideas from training and her partnerships with other childminders to set targets for improvement.
- The learning environment has been developed over a sustained period of time to a very high level. It is an excellent space that provides a wide variety of play opportunities. These stem from children's interests, ideas and the next steps in their learning.

What the setting needs to do to improve further

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

- consider ways of extending children's understanding of how things work.

Inspection activities

- The inspector observed activities in the childminder's home and in the garden.
- The inspector spoke to the childminder and interacted with the children at appropriate times during the inspection.
- The inspector evaluated the quality of the childminder's teaching.
- The inspector looked at a sample of children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector checked the training of the childminder, and evidence of the suitability of all adults living on the premises.
- The inspector took into account of the views of parents from written comments provided to the childminder.

Inspector

Scott Oliver Thomas

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

The quality of teaching is outstanding. The childminder uses her knowledge of how children learn and her detailed understanding of each child's interests. She provides a broad and varied range of learning opportunities. Babies acquire the key skills they need to support their future development. For example, the childminder has a strong focus on supporting their communication and language development. She expertly uses sign language to support children's communication skills. Activities are initiated through children's play. The childminder encourages this by extending children's ideas, which provides rich learning opportunities for children through meaningful experiences. Older children learn how water moves, where water comes from and where it goes to as they play outdoors. Children engage very well in their learning. They explore for sustained periods of time with minimal interruption from the childminder. This allows them to focus and experiment. The childminder's assessment arrangements are extremely well focused on ensuring parents understand children's progress. This empowers them to support their child's learning at home.

The contribution of the early years provision to the well-being of children is outstanding

The childminder's home is dedicated to the children she cares for and is well adapted to their needs. It reflects their personalities and is a safe and secure place for children to play. As a result, children are settled; they explore their surroundings with confidence and are happy to be here. Daily care routines, such as nappy changing, are carried out with sensitivity. Therefore, children's emotional security and self-esteem are promoted. The childminder works with parents to ensure children benefit from a range of healthy meals and snacks. They go out on regular trips in the local area and benefit from continuous access to the garden. This helps children to keep fit and learn how to manage risks that enable them to keep themselves safe. The childminder encourages children to have excellent personal, social and emotional skills. Children take responsibility for their own behaviour by identifying rules that should be adhered to. Children develop a strong understanding of different communities. They meet local people on regular trips out and learn about the customs and traditions of others.

The effectiveness of the leadership and management of the early years provision is outstanding

The childminder is secure in her vision. She has clear aims on how to deliver inspirational teaching and sensitive care. As an experienced childminder, she is astute in developing her practice through relevant training and research. Therefore, her practice is now even stronger as she enhances her skills to give young children the best start possible. Areas for improvement are identified through critical evaluation of children's progress and her own teaching. For example, the childminder's monitoring has identified ways to improve children's understanding of how things work. The childminder carefully monitors groups of children who attend, including two-year-old funded children. As a result, all children's learning needs are met quickly and they make excellent progress in their learning.

Setting details

Unique reference number	223734
Local authority	Shropshire
Inspection number	854651
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	5 February 2009
Telephone number	

The childminder was registered in 1989 and lives in Shrewsbury, Shropshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and personal holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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