

<b>Inspection date</b>	23 March 2015
Previous inspection date	23 July 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children make good progress in learning relative to their starting points. The childminder uses observations, combined with frequent feedback from parents, to assess children's stages of development and monitor progress. This sharing of information is particularly beneficial in monitoring the progress of very young children because their needs and abilities change rapidly.
- Children demonstrate through their actions and behaviour that they feel safe and emotionally secure. The childminder's good settling-in procedures result in babies and very young children feeling secure when their parents leave them. Children develop strong bonds with the childminder, who is responsive and affectionate towards them.
- Children enjoy being physically active and playing outside. They make good use of apparatus and learn to climb, balance, and coordinate their bodies. As a result, children become physically confident and adventurous, while learning how to conduct themselves safely.
- The childminder's self-evaluations are thorough and lead to clear action plans for improvement. She makes good use of focused evaluations on specific areas of her practice and monitors her progress towards identified targets very well. As a result, she achieves continuous improvement.

### It is not yet outstanding because:

- Although, the childminder encourages mathematical skills, this is mainly with the older children. Younger children have fewer opportunities to take part in age-appropriate activities that develop their awareness and experience of numbers, such as action rhymes and number songs.

## What the setting needs to do to improve further

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

- increase activities for younger children to develop their awareness and experience of numbers.

### Inspection activities

- The inspector observed the childminder and children engaged in activities.
- The inspector spoke to parents to gain their views of the childminder's practice.
- The inspector sampled regulatory documentation.
- The inspector talked to the childminder about her understanding of the requirements of the Early Years Foundation Stage and how she monitors children's progress in learning.

### Inspector

Julie Neal

## Inspection findings

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

The childminder plans well to make sure very young children stay engaged and interested. She understands that they are not yet able to concentrate so keeps activities, such as art and craft, short and focused. The very good organisation of the learning environment encourages young children to explore and investigate, and make their own independent choices as they play. The childminder makes good use of opportunities to teach children new skills. For example, she showed young children how to make trains move by winding them up with a key. They quickly grasped this and enthusiastically did it over again. The childminder is skilled at encouraging young children's speech development. Babies and very young children babble confidently and the childminder practises their developing sounds and words with them. For example, when children passed her items of play food she named each one and encouraged children to repeat. Children begin to make connections between things they know, and the childminder promotes this well. For example, children picked up the brush from the toy dustpan set and pretended to brush their hair. The childminder provided a selection of different brushes, including nailbrushes and hairbrushes, for children to explore and discover what they can use them for.

### **The contribution of the early years provision to the well-being of children is good**

The childminder's good focus on developing children's communication, confidence and social skills prepares them well to move on to the next stage in learning. This includes helping them to gain independence in readiness for pre-school and school. The childminder has a very good understanding of individual children's needs and care routines, and she makes sure she meets these according to parents' wishes. This consistency of care helps young children feel secure and confident.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has a good understanding of the requirements of the Early Years Foundation Stage and she implements these effectively. Her good child protection knowledge and awareness of procedures to follow to safeguard children helps to keep them safe. The childminder shows a strong commitment to ongoing improvement. She applies recently gained knowledge to her practice effectively in order to benefit children. For example, recognising that crawling helps children develop core stability and, therefore, providing additional activities to encourage this before they move on to standing and walking.

## Setting details

<b>Unique reference number</b>	EY441151
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	1002899
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23 July 2012
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Portishead, North Somerset.

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Piccadilly Gate  
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