

# Childminder Report

**Inspection date**

19 May 2015

Previous inspection date

5 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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**

- The childminder is fully aware of her role and responsibility. She regularly attends training to develop her skills and knowledge. This means children are well cared for in a safe and welcoming home.
- Children develop warm relationships with the childminder and form close friendships with other children.
- Promotion of healthy eating, good hygiene and good manners is successfully role modelled by the childminder and contributes to children's healthy lifestyles.
- The childminder monitors children's progress and plans for their next steps in their learning. She works with other settings children attend to ensure a consistent approach and supports parents to build on their children's learning at home.
- Children have many opportunities to engage in physical activity. They have direct access to the garden and take regular outings in the local area.
- Children feel safe and secure in the childminder's home because she consistently provides a calm role model. They move around confidently and return to the childminder for comfort.

**It is not yet outstanding because:**

- The childminder does not provide sufficient labelling in the environment to help promote children's early literacy.

## What the setting needs to do to improve further

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

- enhance children's early literacy development by providing more opportunities for them to see print in the environment.

## Inspection activities

- The inspector sampled the children's learning journeys and communication books.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the childminder's interaction with the children, indoors and in the garden.
- The inspector held discussions with parents regarding their children's care, learning and development, and considered their views.
- The inspector talked with the children.

## Inspector

Julie Bright

## Inspection findings

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

The childminder is fully aware of the individual needs of the children in her care and works closely with parents and other settings children attend. This helps to ensure continuity for children so they make good progress in their learning. The childminder knows the children's interests and offers activities to extend their learning and development. She uses a fir cone collected on an outing to carry out a science experiment and helps children prepare cakes from a mix a child has brought to share with their friends. The childminder provides a good range of resources that the children use to learn through play. She itemises resources in a photographic catalogue so children can choose what they would like to play with.

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

Children are happy and confident in the welcoming homely environment the childminder provides. It is evident that children have firm friendships with one another and are content in each other's company. Parents say how well their children have settled and how happy their children are to attend. The childminder praises children for their positive actions and helps them to negotiate and share with one another. As a result, children behave well, have positive self-esteem and understand what they have done well. The childminder supports children to develop their self-care skills and their understanding of good hygiene. For example, they wash their hands before cooking activities, after using the toilet and before snacks and meals.

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

The childminder has a good knowledge of the Early Years Foundation Stage requirements. She has attended safeguarding training and is fully aware of her responsibility and duty to keep children safe. The childminder regularly updates her skills with training provided by the local authority, which has included quality improvement and multi-agency working. She takes parts in regular childminder meetings to share good practice and has strong relationships with local schools. The childminder's reflection on practice and networking with other childminders and schools means she forges good relationships and children foster friendships in their local community ready for their move to school. Parents actively share information with the childminder during daily conversations, in their children's learning journeys and in communication books. The childminder makes purposeful use of parents' comments and undertakes regular observations of children's achievements and interests to ensure learning is progressive.

## Setting details

<b>Unique reference number</b>	118364
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	846139
<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>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	5 March 2009
<b>Telephone number</b>	

The childminder registered in 1985. She lives in Clevedon, North Somerset. The childminder offers childcare and early education on weekdays between 7.30am and 6pm, all year round.

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