

# Childminder Report

**Inspection date**

26 June 2015

Previous inspection date

10 December 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 has gained a good understanding of how children learn through relevant training and experience. She undertakes useful observations and accurate assessments of children's progress and uses this information well to plan activities so all children make good progress in their learning.
- The childminder has good teaching skills. She gives children every opportunity to develop their personal, social and emotional skills. Children are extremely confident and motivated to learn.
- The children receive lots of praise and encouragement for good behaviour. As a result, they learn to respect their toys, each other, and play well together.
- Children regularly practise how to stay safe and emergency evacuation drills. They receive good reminders from the childminder about staying safe as they play. This means that children learn to play safely and know how to respond in an emergency.
- The childminder shares information with parents on a daily basis, which results in good partnership working with them, and any other provider that shares their care. This ensures consistent care for the children.
- The childminder has a good understanding of her role and responsibility to safeguard children. She minimises any risks, and children are always within her sight, especially when they are on outings where she supervises them effectively.

### It is not yet outstanding because:

- At times, the childminder misses opportunities to extend and develop children's use of number, calculation, shape and measure during their play and daily routines.
- The childminder does not currently maximise the use of her garden to extend children's learning and inspire imaginative play.

## What the setting needs to do to improve further

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

- make the most of all opportunities to introduce and develop children's understanding of mathematical concepts in everyday play and daily routines
- enhance the outside area so that it provides children with greater play experiences, resources and materials to enrich their opportunities to explore, experiment and be imaginative.

## Inspection activities

- The inspector observed activities and interactions between the childminder and the children.
- The inspector looked at children's information and development records.
- The inspector had ongoing discussions with the childminder at appropriate times during the inspection.
- The inspector discussed the childminder's evaluation, assessment and planning methods and her range of policies and procedures.
- The inspector carried out a joint observation with the childminder.

## Inspector

Jan Harvey

## Inspection findings

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

Children explore the generally well-organised learning environment independently and are very confident. For example, children initiate conversations with visitors at the setting. The childminder effectively identifies children's starting points through holding discussions with parents on their child's early development. The childminder provides a good balance of planned activities and times when children choose their own play to meet their individual learning needs. Children enjoy experiences that successfully promote their understanding of the world and their literacy skills. For example, children use pictures from books and the internet to learn about creatures that live under the sea. They explore with a variety of natural items and plastic sea creatures. Children match the creatures, make marks in the sand and learn new words such as 'octopus' and 'squid'. Activities such as these help children to use their imaginations and represent their own thoughts and ideas creatively.

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

The childminder is nurturing. She builds good relationships with children and families when they join. She values children as individuals and meets their needs well. The childminder supports children's understanding of communities and the wider world. They learn about differences between one another and about cultures and celebrations. She is a good role model for children and encourages them to welcome and include new and younger children in their play. She uses gentle reminders about children's expected behaviour and explains their actions and responses, enabling them to communicate with others and play alongside them well. Children develop good hygiene routines as they help themselves at mealtimes and manage their own personal care. She promotes children's physical development by planning daily outside play and trips to local activities. This means all children are developing the skills and attributes needed for their move to school.

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

The childminder has a good understanding of her responsibility in meeting the requirements of the Early Years Foundation Stage. She continually reflects on her practice to make sure she is enabling all children to learn, and pays particular regard to children's safety and health. She is keen to continue to develop her own childcare knowledge through training and research. The childminder provides a good range of information for parents, including regular learning summaries of children's achievements. This information sharing ensures any gaps in children's learning are recognised and the relevant support is put in place. Parents say they are extremely happy with the care and learning provided for their children by the caring childminder.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | 101007           |
| <b>Local authority</b>             | Gloucestershire  |
| <b>Inspection number</b>           | 839078           |
| <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>  | 5                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 10 December 2009 |
| <b>Telephone number</b>            |                  |

The childminder registered in 2000. She lives in the Brockworth area of Gloucester. The childminder provides care throughout the year from 7.30am to 6pm, and offers overnight care. The childminder holds a level 3 qualification. The childminder receives funding for the provision of free early education for children aged two, three and four years old.

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