

# Childminder Report

<b>Inspection date</b>	3 July 2015
Previous inspection date	28 January 2010

<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

- Children are happy, confident and well cared for, and the childminder has close relationships with them. This helps children to build secure attachments with the childminder and promotes their emotional well-being.
- The childminder discusses and includes children's family and home experiences when she joins in with their play, which supports children to feel safe, secure and valued.
- The childminder provides a warm, bright and welcoming environment. Children play with the wide range of resources that encourage them to explore and learn both indoors and outdoors.
- The childminder has attended training, which children benefit from. She puts her learning into practice, such as planning and safety, to improve and extend the learning opportunities she offers children and to keep them safe.
- The childminder regularly communicates with parents about their children's day and their progress. This provides children with consistency and continuity in their care, learning and development, supporting their sense of belonging and security.

### It is not yet outstanding because:

- Although the childminder works well with parents, she does not gain detail about children's starting points from them to support her early planning and accurate monitoring of children's progress.
- Children enjoy the healthy meals their parents provide; however, the childminder does not extend children's understanding of how physical exercise and healthy eating contribute towards leading a healthy lifestyle.

## What the setting needs to do to improve further

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

- extend the partnership with parents to gather initial information about children's starting points to support the planning process and more accurately track the progress children make
- extend children's understanding of the benefits of physical exercise and eating a healthy diet so that they learn how they contribute towards a healthy lifestyle.

### Inspection activities

- The inspector observed the childminder's interactions with children inside and toured the outside areas.
- The inspector spoke to parents on the day of the inspection and took account of their views, as well as parents' views from written questionnaire responses and reference letters.
- The inspector discussed the provision with the childminder at appropriate times during the inspection, and discussed her self-evaluation..
- The inspector observed activities and the childminder's interactions with children in the home and the garden.
- The inspector looked at documentation, including a sample of children's records and the childminder's health and safety records, and checked the childminder's suitability records.

### Inspector

Phillippa Wallis

## Inspection findings

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

Children benefit from a good balance of planned adult-led activities and time to explore the childminder's home and garden, making their own choices in their play. The childminder considers the children's needs and stages of development, together with their current interests, when providing resources. For example, the childminder incorporates children's forthcoming family holidays in their play, talking to them about where they are going and how they are going to get there. This extends children's thinking skills, vocabulary and imaginations well. She also plans craft and creative activities for children to 'pack' a suitcase, sticking pictures together of items they will need. The childminder promotes mathematical development through counting the items of clothing as they 'pack'. The childminder supports children's play, interacting effectively to develop their communication and language, and understanding of the world. She poses questions to develop children's thinking and repeats words correctly so that children hear the proper pronunciation. These types of activities prepare children well for the next stages of their learning, including going to school.

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

Children quickly settle and choose from the range of suitable resources. The childminder uses written risk assessments to help her monitor and provide a safe environment for children. Children understand how to keep themselves safe because the childminder teaches them how to enjoy the sunny weather safely and use sun cream. The childminder teaches children to share and take turns and, as a result, children behave well. Children are caring towards each other, and help a new arrival to take off their shoes. Children develop good self-care skills and learn about hygiene practices, such as washing their hands. The childminder takes children on outings to the beach, local parks and farms, and she regularly meets other childminders, meaning that children develop good social skills and enjoy physical activity.

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

The childminder has a good understanding of her role and responsibility. She reflects well on her practice, and evaluates her provision. She seeks parent's views to consider improvements to her practice, such as providing a list of weekly activities for parents to view on the noticeboard. The childminder has a good understanding of her responsibility to report any child protection concerns she may have about a child to safeguard their well-being. The childminder monitors children's progress well to plan activities using their next steps to promote their continued learning.

## Setting details

<b>Unique reference number</b>	EY282391
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	847242
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28 January 2010
<b>Telephone number</b>	

The childminder registered in 2004. She lives in Weston-Super-Mare, North Somerset. The childminding service operates from 6am until 6.30pm each weekday throughout the year.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

