

# Childminder Report

## Inspection date

Previous inspection date

13 July 2015

5 September 2011

| <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 good systems to recruit appropriately vetted assistants, ensuring they understand her comprehensive policies and procedures. There are good arrangements to promote their professional development through regular supervision meetings to identify training needs and share practice.
- The childminder provides a stimulating learning environment where children make choices about their play. There is an abundant range of high-quality toys and resources that meet children's interests and stages of development well.
- Children are keen to share their creations and take pride in their achievements. The childminder praises children and celebrates their successes with colourful displays and photograph albums. This effectively builds children's self-esteem and confidence.
- There is effective partnership working with parents, other early years settings and schools to provide a consistent approach to meeting children's needs, which is an improvement since the last inspection.
- There is a high focus on supporting children's mathematical development. The childminder and assistant use daily routines and planned activities well to consistently support children in developing their counting skills and number recognition in preparation for their eventual move to school.

### It is not yet outstanding because:

- The childminder and her assistant sometimes answer questions too quickly and do not give children time to process information and think of a response.
- On occasion, the childminder and her assistant do not encourage children to solve problems for themselves, such as how to fix construction pieces together.

## What the setting needs to do to improve further

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

- provide children with more time to respond to questions before providing an answer
- encourage children to finish tasks for themselves to improve their problem-solving skills for their future learning.

## Inspection activities

- The inspector observed children playing indoors and outdoors.
- The inspector spoke with the childminder, assistant and children at convenient times during the inspection.
- The inspector considered the written views of parents.
- The inspector sampled documentation, including self-evaluation, children's learning diaries and the childminder's policies and procedures.

## Inspector

Rachael Williams

## Inspection findings

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

The childminder assesses and monitors children's progress well. She uses this information successfully to identify gaps in learning and their next steps to plan an interesting range of experiences. The childminder and her assistant use good teaching skills. For example, they provide clear instruction, which children follow competently, to build imaginatively with construction materials. The childminder offers choices well to help children identify different colours and make comparisons. However, on occasion, adults complete tasks rather than encouraging children to solve problems independently. The childminder is good at following children's ideas. For example, on the day of inspection, children decided to make biscuits for their tea party. The childminder was quick to accommodate children and actively encouraged their involvement in measuring and mixing the ingredients. The childminder showed how she followed the recipe, helping children understand that print carries meaning. Adults provide an ongoing narrative to children's actions to support their communication and language skills effectively. The childminder questions children appropriately. However, on occasion, she is too quick to respond and children do not have the opportunity to process information and answer the question.

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

The childminder and her assistant provide a safe and secure environment. They encourage children to understand expectations and safe practices. Children wait patiently for their turn on the trampoline, understanding that only one child can have a go at a time. Children make choices whether to play indoors or outdoors. Adults encourage children's independent skills well, such as to fasten their waterproof all-in-ones. Children are aware of their own needs, for example, sitting down and helping themselves to their drinks when they are thirsty after exercise. Children learn about healthy eating, such as growing their own fruits and vegetables and preparing them to eat. The childminder uses the local environment well to extend children's learning experiences, ensuring she protects them as they investigate bugs and explore the beach, for example.

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

The childminder and her assistant have a good understanding of their responsibility to safeguard children and report any concerns they have about a child. They have a positive attitude to self-evaluation and a good understanding of what to do next to drive improvement. For example, they have recently created a fairy garden to extend children's imaginative play. They regularly meet with other childminders and attend early years meetings to improve their practice. The childminder has a strong focus on her professional development and regularly attends training, such as to challenge the more able children.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY422598         |
| <b>Local authority</b>             | North Somerset   |
| <b>Inspection number</b>           | 822934           |
| <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>  | 17               |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 5 September 2011 |
| <b>Telephone number</b>            |                  |

The childminder registered in 2001. She lives in Worle, North Somerset. The childminding service operates each weekday throughout the year from 7am until 6.30pm. The childminder works with an assistant. The childminder supports children with special educational needs and/or disabilities. She has an early years qualification at level 3. She receives funding for free early education for children aged two, three and four years.

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Piccadilly Gate  
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