

Childminder Report

Inspection date

16 July 2015

Previous inspection date

10 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a good understanding of how babies and young children learn, including those who speak English as an additional language. Children benefit, in particular, from her keen focus on their communication and language, and their personal, social and emotional skills. All children make good progress.
- The childminder has strong relationships with the children. She meets their physical and emotional well-being needs extremely well. Children feel very secure, which is reflected in their confidence and their enthusiastic approach to playing and learning.
- The childminder establishes effective partnerships with parents, working particularly closely with them to meet children's individual care needs. Children are emotionally very well prepared for the next stage of their learning.
- The childminder has a good understanding of the requirements of the Early Years Foundation Stage and meets them well. Children benefit from her strong understanding of how to keep them safe from harm. They learn to manage risk in her carefully considered and well-supervised home and garden.

It is not yet outstanding because:

- Children enjoy reading from the extensive selection of books that the childminder makes available. However, other opportunities to see and learn about words and print in the childminder's home are limited.
- While the childminder uses some good strategies to develop children's confidence as thinkers, she sometimes steps in too quickly to show children how to do things. This means that she misses opportunities to move children's thinking and problem-solving skills on further.

What the setting needs to do to improve further

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

- increase opportunities for young children to see words and signs during their play and daily routines to develop their early reading and writing skills
- develop a consistent range of strategies to extend children's skills as thinkers and problem solvers further.

Inspection activities

- The inspector observed the children's play and the childminder's interaction with them.
- The inspector carried out a short joint observation with the childminder of the children's outdoor play.
- The inspector looked at the resources and areas used for childminding.
- The inspector looked at a sample of the childminder's paperwork, including some policies, accident forms and children's records.
- The inspector spoke with the childminder at suitable times during the inspection, and gained parents' views from written documentation.

Inspector

Catherine Clarke

Inspection findings

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

Children greatly enjoy their time in the childminder's care. The childminder understands each child's interests and stages of development very well. She provides good resources and activities for their play. She makes effective judgements about when and how to support children's learning, although occasionally she is too quick to offer help. Children develop good language skills. They hear a lot of spoken language. The childminder communicates clearly and listens with great interest to what children say. She learns and uses words in children's home languages to promote their confidence as talkers. Children are creative and learn about the world around them. For example, the childminder extends their pretend play about dinosaurs by suggesting that they read about them in non-fiction books. They develop good early mathematics skills as the childminder teaches them through play and provides well-chosen resources.

The contribution of the early years provision to the well-being of children is outstanding

The childminder is a very good role model. Children behave extremely well. They learn about the importance and benefits of considering the needs of others. The childminder sets clear and appropriate expectations, which children understand. She uses effective strategies, such as gentle reminders and praise. Children develop very positive attitudes to healthy lifestyles. They enjoy healthy snacks and plenty of physical play outdoors. For example, they set themselves challenges to climb onto or through the openings of the climbing frame, and see how they can use their feet to move the toy push-along cars in different directions. Children develop good levels of independence in their self-care ready for starting school or pre-school. Children have the time they need to feed themselves.

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

The childminder monitors children's progress through her observations of the children and discussions with parents. She talks with parents regularly and uses a daily diary to share information. She completes the required progress check for children aged two. Consequently, she is aware of any gaps in children's learning and development and can take relevant steps to address these. The childminder works closely with other local settings that children attend or move on to, and prepares children well for when they start. She attends relevant training so that her knowledge and understanding of child protection, working with other professionals, food hygiene and first aid stay updated. She teaches children about staying safe. For example, children regularly take part in emergency evacuation drills. She confidently identifies and makes improvements to her service in response to the changing needs of the individual children in her care and discussions with their parents. She shares ideas and reviews her practice with other childminders.

Setting details

Unique reference number	100808
Local authority	Gloucestershire
Inspection number	835590
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	10 December 2009
Telephone number	

The childminder registered in 1997. She lives in Hartpury, Gloucestershire. She is open from Monday to Friday, all year round.

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