

Childminder Report

Inspection date	9 September 2015
Previous inspection date	22 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has worked hard to improve the quality of her teaching. She and her assistant have completed training courses that help them improve outcomes for children. As a result, they understand clearly how children learn and develop.
- Children enjoy their time with the childminder. They have access to a wide range of good quality resources. Activities are based on children's interests and promote their individual development well. This means all children make good progress and are able to explore, investigate and develop their social skills.
- The childminder and her assistant have a calm, caring approach towards the children. This helps children settle quickly and learn about the routines within the home. Children make friends easily and have a close relationship with both adults, who help them feel safe and secure.
- There are good relationships with parents and carers. The childminder keeps parents well informed about their children's progress. The childminder has made improvements in her record keeping and, therefore, parents now work more closely with her to support and extend their children's learning at home.

It is not yet outstanding because:

- The childminder has made links with the other early years settings that children attend. However, she does not regularly receive information from other settings on children's progress to promote fully a shared approach to their learning.
- The childminder does not always make the best use of the outside area, so children can explore and develop their imagination further.

What the setting needs to do to improve further

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

- make better use of the outside area, so children can make more choices in where to play and learn, and explore the world around them
- extend partnerships with other early years settings to engage them further in a more regular two-way flow of information sharing, so that better feedback is received on children's development.

Inspection activities

- The inspector observed activities and children's interactions with the childminder and assistant.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took into account the views of a parent spoken to on the day and from letters left by other parents.
- The inspector checked the evidence of suitability and qualifications of the assistants working with children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and the evaluation system the childminder uses.

Inspector

Hilary Tierney

Inspection findings

Effectiveness of the leadership and management is good

The childminder understands and implements all the statutory and other requirements well. Safeguarding is effective. The childminder is fully aware of the procedures to follow in the event she has any child protection concerns. She has completed several training courses, which has had a positive impact on her practice and teaching skills. She makes regular, detailed evaluation of her practice, which has helped clearly identify areas for improvement. For example, she makes better use of observations and assessments to monitor children's development closely, and she gives older children more independence. The childminder observes her assistant regularly and identifies training needs to enhance her professional practice. The childminder has good partnerships with parents; they comment on how settled their children are and how well they have progressed since being with the childminder.

Quality of teaching, learning and assessment is good

The childminder supports and extends children's learning well because she has a good understanding about their individual needs and stages of development. Through detailed observations, she quickly recognises those children who are not achieving as well as they should and provides the necessary help they need. The childminder teaches children's communication and language skills well, through careful questions and speaking clearly to them. Children have easy access to books and enjoy looking at them with the adults or alone. The childminder ensures she sits on the floor to talk to the youngest children and maintains eye contact with them, developing their social skills. The childminder provides activities around children's interests, and is able to quickly adapt and extend activities when necessary to follow children's play ideas.

Personal development, behaviour and welfare are good

The children are happy, confident and demonstrate they feel secure in the childminder's home. This is because the childminder has good settling-in procedures and knows the children well. The childminder and her assistant respond well to young children's needs. For example, they offer reassurance when a young child cries or shows signs of needing a rest, promoting their well-being effectively. The adults are good role models. Children interact well together and are confident to tell others when something they have done is not nice. This means they are developing an understanding about good behaviour, the consequences of their actions and respect for others. The stimulating, welcoming environment keeps children motivated and eager to learn.

Outcomes for children are good

Children make good progress in their learning and development. They are developing their early literacy skills as they enjoy reading books. Children are encouraged to become independent in taking care of themselves and others. For example, they help prepare for snack times and meal times, showing pride in managing small tasks for themselves. Children develop the key skills and self-assurance they need for their next stages in

learning, including preparation for school.

Setting details

Unique reference number	100739
Local authority	Gloucestershire
Inspection number	845815
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	22 February 2011
Telephone number	

The childminder registered in 1989 and lives in Lydney, Gloucestershire. The childminder works with an assistant, when numbers require. Her core hours of work are Monday, Tuesday, Wednesday and Friday from 7am to 5pm.

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