

Childminder Report

Inspection date

9 September 2015

Previous inspection date

1 April 2010

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's interactions with children extend their ideas and help them make good progress. Teaching is of a consistently good standard.
- The childminder provides experiences for children that are interesting and engaging. As a result, children are motivated and want to learn more.
- Children develop positive attitudes towards learning and each other. These skills help to prepare them as they move on to school and become part of the wider community.
- Children make firm emotional attachments with the childminder. As a result, they are well behaved and flourish in an environment where they are settled and happy.
- Partnerships with parents are positive. Children benefit from a shared knowledge of their learning and care needs, and this means they receive continuity between home and the childminder's setting.
- The childminder evaluates her provision well. She identifies training programmes that have a positive impact on her practice, such as the way the learning environment is organised. As a result, children independently select resources and plan their play.

It is not yet outstanding because:

- Children do not always have enough opportunity to engage in imaginative play with a wide variety of interesting resources and materials.
- The childminder does not consistently provide a wide range of opportunities and experiences for children who prefer to learn outdoors.

What the setting needs to do to improve further

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

- enhance opportunities for children to use a wide range of resources and materials when they engage in imaginative play
- extend the range of learning experiences for those children who prefer to play and learn outdoors.

Inspection activities

- The inspector observed the childminder's interactions with children inside and in the garden.
- The inspector reviewed documentation, including observations of children's learning and developmental checks.
- The inspector conducted a joint observation with the childminder.
- The inspector considered the views of parents.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands child protection issues and has robust safeguarding procedures in place. She reminds children how to move around carefully in the garden, and consistently manages their behaviour well. As a result, children play in a risk-free environment where they are helped to play safely. The childminder uses information she has learnt from training experiences to successfully improve the learning environment. Children benefit from this, and make choices in their play and develop independence. The childminder is good at driving improvements forward. As a result, children make good progress from their starting points. The childminder promotes continuity of care and learning for each child as they move on to new settings. This is maintained through the positive relationships she builds with parents and other providers.

Quality of teaching, learning and assessment is good

Children learn from the activities and experiences available to them. They stay on task and plan their own play. For example, children line up cars and the childminder helps them to count and recognise numbers. The childminder is good at identifying children's next steps in learning. For example, children experiment with colour using paints and the childminder plans activities to follow this, such as vegetable printing. The childminder tracks children's progress and this enables her to quickly identify any developmental gaps. For example, the childminder completes checks on two-year-old children and works closely with parents to help children continue to make good progress. Children benefit from well-planned educational programmes that are inspired by their strengths and interests. For example, as children play with cars, the childminder encourages them to develop their mathematical skills as they count and compare them.

Personal development, behaviour and welfare are good

Children are well supported by the childminder and make good progress in their social and emotional development. Children build positive relationships with the childminder and each other. As a result, children consistently treat each other kindly and with respect. These skills and attitudes help children as they become part of the wider community. Children use bikes and balls in the garden where they develop a range of physical skills. They learn about healthy lifestyles, for example, when they talk about the foods they eat. The childminder tailors care and learning for all children, and she uses her training and experience well to successfully support children with additional needs.

Outcomes for children are good

Children have positive attitudes towards learning. They engage in activities with enthusiasm and are always ready to explore. Children make good progress and develop useful skills that will prepare them in readiness for school.

Setting details

Unique reference number	EY280235
Local authority	North Somerset
Inspection number	847223
Type of provision	Childminder
Day care type	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	1 April 2010
Telephone number	

The childminder has been registered since 2004. She lives in Weston-Super-Mare. The childminder has an early years qualification at level 3.

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