

# Childminder Report

**Inspection date**

14 September 2015

Previous inspection date

24 February 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
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 clear enjoyment of her role ensures children feel secure and happy in her company. She is an excellent role model, treats children with respect, and teaches them how to cooperate with other people, to share toys, and to care about their community and the wider world.
- The childminder provides a warm and welcoming environment inside and outdoors for children with plenty of toys and space to play freely and develop their imagination. This promotes their independent play well and they flourish as confident learners.
- The childminder's teaching is consistently good. She accurately monitors, plans and promotes children's learning. As a result, children make good progress in relation to their starting points. She helps children learn the skills they need to help prepare them well for school.
- The childminder promotes and supports children's understanding of how to stay safe and healthy. For example, younger children learn how to manage stairs, and know why it is important to wash their hands after playing outdoors and before eating.
- The childminder continuously strives to improve her provision for children and their families. She attends many training courses to develop her knowledge and skills and is eager to apply what she has learnt to improve learning experiences for children.

### It is not yet outstanding because:

- The childminder occasionally misses opportunities to exchange information with other early years settings when children join, to gain a better understanding of children's starting points.
- Opportunities and resources to develop early writing skills are not always readily available for children to use easily in their play.

## What the setting needs to do to improve further

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

- strengthen partnerships with other providers that care for children to improve the information gained about children's starting points, to plan more precisely for their individual needs from the outset
- provide even more opportunities for children to develop their early writing skills as they play.

### Inspection activities

- The inspector observed activities and interactions between the childminder and the children.
- The inspector looked at children's information, attendance and development records, and discussed how she shares these with parents.
- The inspector had ongoing discussions with the childminder at appropriate times during the inspection.
- The inspector discussed the childminder's evaluation, assessment and planning methods and her range of policies and procedures.
- The inspector carried out a joint observation with the childminder.

### Inspector

Jan Harvey

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has an excellent understanding of the safeguarding and welfare requirements. Safeguarding is effective. She carefully supervises children to keep them safe and to promote their well-being. The childminder takes regular training courses to keep improving her practice. For instance, after training about learning outdoors she has improved her garden by providing more creative experiences for children. The childminder successfully evaluates her service and asks parents regularly for their views to drive improvement. Parents state that they are very pleased with the high standard of care, healthy food and information about their children's progress.

### Quality of teaching, learning and assessment is good

The childminder has a secure understanding of how children learn and develop. Through detailed assessments, the childminder knows and plans for each child's interests and stage of development. As a result, children enjoy learning through fun play activities that interest and challenge them. They have free access to a wealth of toys and resources inside and outdoors. The childminder uses planned activities to teach children about the world around them. She sat with children and talked about pirates. They used their imagination and discussed looking for an island to moor the pirate ship and considering how many pirates they think will fit inside the ship. This helped children to understand the mathematical concepts of size and estimation. Children made their own treasure map, practising their early writing skills while designing it, marking out a cross for the hidden treasure. The childminder's teaching skills promote children's overall learning very well.

### Personal development, behaviour and welfare are good

Good settling-in procedures are used effectively to support children's emotional well-being when they first start. Children behave well and show care and kindness to each other. This is because the childminder sets clear boundaries that she reinforces with children. The childminder encourages children to help with small tasks, such as preparing healthy food and wiping dishes, teaching them about good hygiene. Children enjoy outings in the local community such as to parks, church and childminder groups. These help promote children's social skills, physical development and good health.

### Outcomes for children are good

All children make good progress in their learning from their starting points. The childminder helps them develop their self-help skills, promotes early writing and number skills and encourages them to become motivated learners. The childminder monitors children's assessments to ensure all children are making good progress, taking prompt action if there are any gaps in their development. Children are becoming enthusiastic learners who are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	101020
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	835599
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24 February 2011
<b>Telephone number</b>	

The childminder registered in 1993. She lives in the area of Tuffley on the outskirts of Gloucester. The childminder provides care throughout the year from 8am to 6pm every day. The childminder is accredited to receive funding for the provision of free early education for children aged two, three and four years old. She holds a childcare qualification at level 3.

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