

Childminder Report



Inspection date 29 September 2015
Previous inspection date 24 July 2009

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

- Good partnerships with parents and others mean the childminder knows children's starting points, monitors their progress and can identify when they need extra support. Consequently, children receive good support and any gaps in their learning close.
- The childminder's home is warm and welcoming. She forms good attachments with children, which means they settle well. This promotes their self-esteem and confidence.
- The childminder is a good role model. She teaches children to share and take turns. Consequently, children are learning good behaviour and gaining the skills they need in preparation for moving on in their education, such as school.
- The childminder evaluates her practice regularly. She makes sure she has up-to-date knowledge and information and attends relevant training courses. As a result, she ensures she develops her skills and understanding in ways that benefit the children.
- Children visit other settings, the local school and various places in the community. She helps them to learn to respect other people and shares information with other providers, which prepares children for moving on in their education.

It is not yet outstanding because:

- Children are not able to freely access from the wide range of available resources. This means they may miss opportunities for learning in ways that meet their interests.
- Sometimes the childminder does not provide opportunities for younger children to challenge themselves with more complex tasks and activities when they show an interest in older children's activities.

What the setting needs to do to improve further

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

- develop opportunities further for children to choose from the whole range of resources available so that they can choose how they wish to learn
- provide more opportunities to enable younger children to challenge themselves.

Inspection activities

- The inspector observed children indoors and in the garden.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took into account the views of parents through written testimonials and questionnaires.
- The inspector sampled paperwork including children's records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of the Early Years Foundation Stage and the recent changes to statutory and government requirements. She has effective risk assessments in place for her home, including for overnight care and outings, to keep children safe. She knows what to do if she has concerns about a child and safeguarding is effective. The childminder constantly seeks to improve the children's experiences, taking into account parents' and children's views. This means she has made changes to the environment that promote children's safety and has shared information with parents to ensure consistency between children's experiences at home and with her. Consequently, children are keen to join in and enjoy learning.

Quality of teaching, learning and assessment is good

The childminder uses her good qualifications and knowledge of how to children learn to plan activities to promote their development. Children choose favourite stories to share with the childminder. They discuss what might happen next and decide which characters they like. In this way, they learn how to create stories and gain an understanding that print carries meaning. Children use their imagination; for example, when playing with the farm, they copy animal noises. The childminder teaches the children mathematics; for example, children put together puzzle pieces to work out where each piece fits and what picture it matches.

Personal development, behaviour and welfare are good

Children learn to share and take turns, for example, as they play with blocks and build towers. They notice when different shaped blocks do not fit on top and have fun knocking them down to re-build. This helps to build children's confidence and resilience. The childminder promotes children's physical development. Children can choose to ride in the push along cars or kick the balls, improving their co-ordination and movement. The childminder prepares healthy snacks and meals. She and the children talk about what they are eating, like and dislike. In this way, children learn about making healthy choices. The childminder collects and takes children to local playgroups and schools, and this helps children prepare for changes and moving on to other settings.

Outcomes for children are good

Children are happy and contented, and enjoy engaging in the activities. They are learning to be independent, such as by preparing their own snacks and helping to tidy the toys away. They make good progress in their learning.

Setting details

Unique reference number	101246
Local authority	Gloucestershire
Inspection number	839090
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	24 July 2009
Telephone number	

The childminder registered in 1993. She lives in a residential area of Cheltenham, Gloucestershire. The childminder is a qualified teacher and holds a level 3 qualification in children's care, learning and development. She is accredited to receive funding for the provision of free early education for children aged two, three and four years.

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