

Childminder Report

Inspection date

2 November 2015

Previous inspection date

16 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Children develop well in their personal, social and emotional development. They have strong relationships with each other and the childminder. Children are polite and help to take care of the environment.
- The childminder meets children's physical and emotional needs well. Children learn good practices to keep themselves safe and healthy.
- The childminder works effectively in partnership with parents and other early years providers to have a consistent approach to children's care and learning.
- The childminder has made clear improvements to her observations and assessments, including completing the required progress check for two-year-old children. This helps her to plan for each child's individual learning needs, so they make good progress.
- The childminder makes effective use of her self-evaluation to identify her professional development. She attends training, which has had a positive effect on the quality of her teaching, such as to develop her understanding of two-year-old children.
- The childminder provides a stimulating, welcoming environment that enables children to make independent choices to lead their play and learning.

It is not yet outstanding because:

- The childminder misses some opportunities to support children in gaining a greater awareness of people's differences and similarities.
- The childminder does not always make full use of activities to help children to explore and develop their creativity further.

What the setting needs to do to improve further

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

- help children to understand more about the world around them and people's similarities and differences
- use all opportunities to promote children's creativity further.

Inspection activities

- The inspector observed activities and the quality of teaching indoors.
- The inspector spoke with the childminder at convenient times and carried out a joint observation.
- The inspector checked safeguarding information and the premises.
- The inspector took account of written feedback from parents provided for the inspection and the childminder's self-evaluation.
- The inspector sampled documentation, including policies and procedures, and children's development records.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of her responsibility to meet all of the requirements. She has sought help and attended training to significantly improve her practice and keep effective records for the efficient management of her provision. The childminder holds a current paediatric first aid qualification and is about to start an early years qualification at level 3. Safeguarding is effective. The childminder understands the correct procedures to follow should she have a concern that a child is at risk of harm. She has implemented good systems to monitor children's overall development. In addition, she provides parents with a monthly summary of their children's progress. She provides good information so that parents can support the children's learning at home.

Quality of teaching, learning and assessment is good

The childminder makes regular observations of children's development and effectively assesses how to help them progress. She uses daily routines well to help children learn. For example, children counted how many bowls they needed so they could all have one and chose matching cutlery by colour. Children develop a good understanding of how one thing can have an effect on another. For example, children described how a dog's ears went 'crinkly' when wet and that the sun made them dry. Children are inquisitive and learn through exploration and discovery. They ask questions and communicate confidently. Children make predications and find out if they are correct. The childminder uses extra resources to extend children's play and their learning. For example, she provided paper plates for children pretending to go on a bus journey. They used one as a steering wheel and others to make traffic lights.

Personal development, behaviour and welfare are good

The childminder gets to know the children's individual needs well and recognises signs to indicate they need to sleep, have their nappy changed or are hungry. The childminder supports children really well in being as independent as possible. For example, they all helped to set the table and prepare snack and the childminder demonstrated how to use a knife safely while children practised their new skills. Children make very healthy choices and understand the importance of exercise and hygiene, such as cleaning their teeth after lunch. Children move freely around the premises and choose what they want to do. For example, children chose a book and played with the props linked to the story when the childminder read it to them. All the children were engaged and concentrated fully. The childminder helps children to make choices and understand that others have opinions too.

Outcomes for children are good

The childminder plans effectively so that all children make good progress from their starting points. This prepares them well for school.

Setting details

Unique reference number	EY231217
Local authority	Somerset
Inspection number	1018166
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	16 June 2015
Telephone number	

The childminder registered in 2002. She lives in Wembdon, Bridgwater. The childminder provides care each weekday throughout the year.

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