

Childminder Report

Inspection date

2 December 2015

Previous inspection date

28 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

- Children are confident communicators and use speech well to make their needs known. The childminder makes good use of discussion and questions as she engages in activities, broadening children's use of language.
- Children are curious, keen to learn and make good progress. The childminder has a good understanding of how to support children's learning through play.
- Children feel safe and secure; they develop a strong bond with the childminder. The childminder has a good understanding of children's care needs and routines. She provides activities that help to support children in managing changes in their lives and prepare them for the next stage in their learning.
- Children are well behaved and understand boundaries and expectations. They learn to share and take turns, helping them to build good relationships with others.
- The childminder is able to identify what is working well and what needs to improve. She takes positive steps to improve outcomes for children, for example, by attending training to increase her childcare knowledge.

It is not yet outstanding because:

- Parents are not always encouraged to provide detailed information about children's learning when they first start, to help the childminder to initially plan for their progress.
- The childminder does not always provide enough examples of print and writing in the play environment, to fully promote children's early literacy skills.

What the setting needs to do to improve further

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

- gain more information from parents about children's stage of development when they first start, to help plan for children's initial learning
- increase opportunities for children to explore print and writing, to further support their literacy development.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation and a sample of other documentation, including policies and procedures.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of the requirements. She carefully monitors children's progress, helping her to reflect on her provision to make sure it fully supports the learning needs of all children. Safeguarding is effective. The childminder has a good knowledge and understanding of how to protect and keep children safe. She regularly attends safeguarding training to strengthen her knowledge and holds a current first-aid certificate. She is fully aware of what to do if there are any concerns about a child's welfare, and who to contact. The childminder reviews policies, procedures and risk assessments regularly to ensure children are kept safe. She keeps parents fully informed about their children's care and learning, so they are able to continue to provide consistent support at home. For example, she provides daily diaries and regular opportunities for parents to meet with her to discuss children's progress and next steps.

Quality of teaching, learning and assessment is good

The childminder gets fully involved in children's play. She plans a good variety of challenging experiences that are linked closely to children's interests and stages of development. She adapts activities well in response to children's differing needs and learning styles. She talks with children, providing them with challenge as she poses questions and encourages them to suggest solutions to problems. For example, as children play with the building blocks, they consider what they can do to make their toy fit inside. They successfully build on their growing mathematical understanding as they add more bricks and make the building taller. Children learn to enjoy books with the childminder. They eagerly turn the pages and identify pictures on each page.

Personal development, behaviour and welfare are good

The childminder offers children caring reassurance as they play. She understands their individual personalities well and offers lots of praise and encouragement. Children are confident and increasingly independent as they manage their personal care needs. This helps to prepare them well for the next stage in their learning, such as pre-school or school. Children enjoy regular outings and visit local community groups, parks and other places of interest. Through resources and activities, they learn to value and respect diversity. They have many opportunities to be physically active and learn about healthy eating. For example, they help the childminder to grow fruit and vegetables in the garden.

Outcomes for children are good

Children are making good progress in their learning. They are confident to explore and keen to learn, which helps to ensure they are ready for the next stage in their learning.

Setting details

Unique reference number	142343
Local authority	Somerset
Inspection number	1032961
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	28 April 2010
Telephone number	

The childminder registered in 2000. She lives in the town of Street in Somerset. The childminder provides care for children from 8am to 6pm, Monday to Friday, all year round.

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