

# Childminder Report

**Inspection date**

8 December 2015

Previous inspection date

29 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Children behave exceptionally well and develop excellent social skills. The highly respectful relationships enable children to build very strong friendships, helping each other when required.
- There is good partnership working at all levels to support children's well-being and confidence. Parents comment how their children benefit favourably from the excellent communication between themselves, the childminder, pre-schools and school.
- Children have a very good understanding of safe practices. For example, they understand the need to be careful when lifting the heavy train track boxes to put them away when they have finished. They gain confidence in their own abilities and manage risks and challenges well.
- The childminder provides a highly stimulating learning environment with a wide range of resources and activities. Children are eager to explore and make decisions about their play.

### It is not yet outstanding because:

- On occasion, the childminder is too quick to provide the solutions to problems children encounter in their play, instead of letting children think and decide for themselves.
- The childminder does not make the most of self-evaluation now that she provides out-of-school care only, to focus more specifically on the impact of her practices on children.

## What the setting needs to do to improve further

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

- organise activities more effectively to consistently support children's thinking and problem-solving skills
- develop systems further to evaluate the impact of practices and children's experiences when caring for them before and after school only.

### Inspection activities

- The inspector observed children playing inside.
- The inspector considered the views of parents spoken to at the inspection and their written comments.
- The inspector sampled a range of documentation, including policies and procedures.
- The inspector spoke with the childminder about her understanding of safeguarding practice and policy.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Overall, self-evaluation is effective to help the childminder oversee her practices in meeting the welfare requirements and ensuring children enjoy their learning. The childminder has made good progress since her last inspection and improved hand-drying arrangements to support hygienic practices further. The childminder has a positive attitude to her professional development and attends regular cluster meetings and training to support her knowledge, such as to narrow the gap in children's learning. This helps her to monitor children's achievements more closely. The childminder has robust systems to effectively manage all required documentation, including a daily register and accident records, and stores them securely. Safeguarding is effective. The childminder provides a safe and secure environment. She has good understanding of her responsibilities to report any child protection concerns to the appropriate authorities.

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

The childminder complements children's learning well, supporting what they have learnt at other settings. She obtains good information from parents and the pre-school, and uses this to provide activities and resources that interest children and promote their continuous learning. Children work together to construct a railway track. They listen well to the childminder's instructions and talk through the process. The childminder questions children effectively, helping them to predict outcomes and develop storylines. Children operate the trains confidently, showing their good understanding of how technology works. Children confidently ask older children for help in finding particular shapes.

### Personal development, behaviour and welfare are outstanding

The childminder supports children superbly to become extremely confident, independent and self-assured in their daily routines and learning. Children develop a very good understanding of healthy lifestyles. They wash their hands before they eat, pour their own drinks and choose healthy snacks. They make decisions about who will have their snack first, negotiating very well. Children play games harmoniously, very clearly understanding the need to take turns and respect others' decisions. Children show great respect for others' creations and explain to their friends the importance of not touching the models children have placed on the shelf. Children take their shoes and coats off and place them in their individually named boxes, demonstrating their strong ability to follow rules and take care of their needs. There are excellent opportunities for children to be physically active. They walk to and from school, and play skilfully using the abundant range of equipment in the orchard.

## Setting details

<b>Unique reference number</b>	405478
<b>Local authority</b>	Somerset
<b>Inspection number</b>	826142
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29 June 2011
<b>Telephone number</b>	

The childminder registered in 2001. She lives in North Newton, Somerset. She holds an early years qualification at level 4. The childminding service operates each weekday before and after school during term time only.

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