

# Childminder Report

<b>Inspection date</b>	15 January 2016
Previous inspection date	17 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder's observations of children's learning are sharp and focused, identifying their achievements very well. Her assessments are detailed and monitor children's progress effectively, showing children are consistently achieving at expected levels from their starting points and often exceeding these.
- Children's self-esteem is very good. They are happy and well behaved and develop excellent relationships with the childminder and each other.
- The childminder develops strong partnerships with other professionals involved in supporting children's development, including other early years settings. Joint planning and sharing of information is extremely effective in promoting consistency in setting and monitoring children's individual learning objectives.
- The childminder shows a strong commitment to continuous improvement. She measures the effectiveness of her changes on how well children respond and the impact on their learning. For example, reorganising the space and resources outdoors provides children with a wider range of more challenging learning opportunities.

### It is not yet outstanding because:

- The childminder does not ensure all children have the same opportunities to learn about what to do in emergency situations at the childminder's home.
- There are fewer opportunities to challenge older children's understanding and use of technology.

## What the setting needs to do to improve further

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

- provide all children with consistent opportunities to learn what to do in an emergency
- provide greater challenge for older children to understand about and use technology for different purposes.

### Inspection activities

- The inspector observed the childminder and children engaged in learning activities.
- The inspector talked to the childminder about how she plans and monitors children's learning, and manages her childminding provision.
- The inspector reviewed records required to support children's welfare.
- The inspector talked to children and read feedback from parents and carers.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder's self-evaluations are thorough and, overall, she successfully identifies areas for improvement and addresses these well. She effectively involves parents and children in her self-evaluations. For example, she talked to children about what was important to them when reviewing the outdoor learning and included their suggestions to help her make improvements. Safeguarding is effective. The childminder has a very good understanding of how to safeguard children and implements her procedures well to help protect children from harm.

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

Children enjoy a very good balance of activities that promote their learning well. The childminder supports them effectively to reflect on their similarities and differences, and recall their prior learning. This successfully encourages children to talk about their experiences. The childminder encourages children's creativity and supports them well to gain good early writing skills. For example, they drew complex aircraft and talked about how these might fly. The childminder successfully involves parents in their children's learning from the outset. She includes them in identifying their children's starting points and effectively maintains their ongoing involvement in planning and supporting children's progress.

### Personal development, behaviour and welfare are good

Very young children take pride in being independent. For example, they are determined to change their shoes without help when they come indoors. They concentrate well as they help to prepare their snack, and use knives with good safety awareness. Children show a very good understanding of the importance of good hygiene and confidently show how they can manage to wash their own hands. During their play, children pretended to give bones to their toy dogs to eat, to keep their teeth 'clean and strong'. The childminder extended this very well, and children confidently discussed cleaning their own teeth and visiting the dentist. The childminder uses new ideas and her learning from training well, for example, to provide effective support to younger children's learning, and managing their emotions and behaviour.

### Outcomes for children are good

Children make very good progress across all areas, relative to their starting points. Well-planned activities ensure children are independent and confident, and very well prepared for the next stage in their learning, including going to school.

## Setting details

<b>Unique reference number</b>	EY346618
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	827580
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17 June 2011
<b>Telephone number</b>	

The childminder registered in 2007 and lives in Weston-super-Mare, North Somerset. She receives the funding for free early education for children aged two, three and four years. The childminder works Wednesday to Friday from 8am to 6pm all year round.

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