

Childminder Report

Inspection date

4 May 2016

Previous inspection date

2 April 2012

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

- The childminder continues to develop and refresh her practice through attending training, research and networking with other childminders. For example, she has reflected on her learning to support parents with behaviour management in the home so children receive consistent messages.
- The childminder promotes communication and language well with children. For example, she is a good role model and extends children's language to promote their communication to ensure they make good progress.
- Children have good opportunities to develop essential social skills to help them with moving on to pre-school and school. For example, through visits to local groups, they learn to mix and form friendships with other children.
- Children are confident communicators. For example, they talk with confidence on their understanding of the relationships of people who are important to them.

It is not yet outstanding because:

- The childminder does not focus the monitoring of children's progress sharply to identify gaps in their achievements at the earliest possible opportunity.
- The childminder carries out self-evaluation and identifies some areas for development in her provision. However, she does not always consider all areas thoroughly and use the views of parents to fully promote excellent outcomes for children.

What the setting needs to do to improve further

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

- sharpen the monitoring of children's progress to enable any gaps in learning to be identified as promptly as possible
- improve the rigour of self-evaluation, making better use of the views of parents, to maintain and continue to develop the high quality provision.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector sampled a range of documents, including risk assessments, policies and the children's files.
- The inspector spoke with the children and childminder at convenient times during the inspection.
- The inspector took into account the written views of parents.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has completed recent child protection training to update her knowledge of procedures and knows whom to contact if she has a concern. She has a good understanding of her responsibility to promote children's welfare and protect them from harm. The childminder completes regular risk assessments to ensure children are safe in her care. She shares her written policies and procedures with parents so they are aware of her working practices and know her responsibilities in meeting requirements.

Quality of teaching, learning and assessment is good

The childminder plays alongside the children, and extends their knowledge and understanding effectively. Since the last inspection, the childminder has extended the range of natural materials for children to arrange, compare and order. She supports children well to explore the good range of these resources. For example, children were fascinated with a fossil of a leaf imprinted on a piece of slate. The childminder gave children a clear explanation of how the leaf became trapped inside the slate many years ago, to support children's growing understanding of the world. The childminder shares information with parents daily on the activities that children have enjoyed and been involved with so parents can promote children's learning further at home.

Personal development, behaviour and welfare are good

The childminder provides a stimulating and welcoming environment. There is a good range of resources easily accessible for children so they can make independent choices and decisions. Children are secure in their relationships with the caring childminder. For example, they feel safe, emotionally secure and greet new people with confidence. Children behave well. The childminder supports children to take turns, share and involve each other in their play. She offers children daily opportunities to develop their physical skills. For example, they play outdoors and learn about the importance of exercise. The childminder teaches children to think carefully about taking risks. For example, she helps them to understand about keeping themselves safe in play through using the slide safely.

Outcomes for children are good

Children benefit from their time spent with the childminder. They are confident and curious and ask questions about the things they observe in their play. For example, children showed great interest in identifying where they lived when looking at a world globe. Children are developing good understanding of early mathematics. For example, they are confident in recognising and discussing colour and shape. Young children enjoy exploring early pre-writing skills, such as making marks and patterns. Children learn valuable skills to prepare them for future learning and school.

Setting details

Unique reference number	100744
Local authority	Gloucestershire
Inspection number	1034980
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	2 April 2012
Telephone number	

The childminder registered in 1994. She lives in Lydney, near Gloucester. She receives funding for the provision of free early education for children aged two, three and four years. She works all year round from Monday to Friday.

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