

Childminder Report

Inspection date

26 May 2016

Previous inspection date

11 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 forms secure attachments with the children and their parents. She exchanges information with parents regularly to make sure she understands children's starting points and next steps in learning. Children gain good levels of self-esteem and confidence.
- The childminder has good relationships with other professionals. She uses their advice and guidance to help her to provide good support to children who need extra help. Children make good progress in their learning and any gaps close quickly.
- The childminder uses feedback from her co-childminder, parents and children to review her practice and make improvements that have a positive impact on children.
- The childminder monitors children's learning and development well. She plans different experiences that meet their individual needs and interests. Children are enthusiastic to join in with the activities.
- Children enjoy their time with the childminder and co-childminder, and form good friendships with the other children.

It is not yet outstanding because:

- The childminder misses some chances to extend children's exploration of technology, to support further their learning and development.
- The childminder does not always provide clear explanations to children, to help reinforce their understanding of rules and expectations.

What the setting needs to do to improve further

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

- develop further opportunities for children to explore and use technology, to extend their learning and development
- make sure messages to children are clear and consistent to support children to understand what is expected of them.

Inspection activities

- The inspector observed the quality of the childminder's teaching in the home.
- The inspector took into account the views of parents through written testimonials.
- The inspector carried out a joint evaluation of children's learning with the childminder.
- The inspector spoke with the childminder, co-childminder and children at appropriate times during the inspection.
- The inspector sampled paperwork, including children's records, suitability records, planning and self-evaluation.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is good

The childminder has made good use of training and support from other professionals to develop her knowledge and improve her practice since the last inspection. For example, she has supported children who are learning to speak through using sign language as well as spoken words to help them communicate. The childminder knows what to do in the event of concerns about a child's welfare. Safeguarding is effective. The childminder has made changes to the learning environment. For example, she has added new play materials for the children, some of which were donated to her by the parents.

Quality of teaching, learning and assessment is good

The childminder provides many learning opportunities for the children. She teaches children about how things work. For example, children pressed different buttons on an electronic game and talked about the sounds that they heard. The childminder talks with children to help them understand new ideas and gain new vocabulary. For example, when children pointed to a baby cat in a book she explained that it is a kitten. Children love talking with the childminder about what they do. For example, they tell her about holidays they are going on and how they will build sand castles. The childminder encourages children to develop their counting skills. For example, when eating snacks, the children count the pieces of fruit they have in their bowls.

Personal development, behaviour and welfare are good

Children have many chances to make choices about their play. The childminder helps children to find what they want and supports them in trying to walk. For example, she makes sure some toys are in baskets on the floor so the less-mobile children can reach them easily or can try to walk to them with help. The childminder prepares nutritious snacks for the children. She makes the most of opportunities to teach children about staying healthy and being kind to each other. For example, they talk with the childminder about making healthy food choices and offer to share their fruit when other children do not have enough. Children learn about people from different backgrounds. For example, they join in with celebrations for different festivals, such as Chinese New Year or Easter, and share special occasions like birthdays with each other.

Outcomes for children are good

Children enjoy coming to the childminder's home. All children, even those who are learning to speak, try to express their needs and interact with each other. They learn to handle changes and new experiences, such as when they visit toddler groups or collect children from school. Children are prepared well for moving on in their learning.

Setting details

Unique reference number	132901
Local authority	Bath & NE Somerset
Inspection number	1048670
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	11 March 2014
Telephone number	

The childminder registered in 1991. She lives with her husband, who is also a registered childminder in Bath, Avon. The childminder offers care from 7am to 6pm, Monday to Friday, all year round. The childminder holds a childcare qualification at level 3.

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