

Childminder Report

Inspection date

2 June 2016

Previous inspection date

10 November 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's positive interactions help support children's communication and language skills effectively. For example, she models being a good listener and responds extremely well to children's questions, providing them with clear answers.
- Children are kind and helpful, especially towards their younger friends, for example, helping them to remove their coats. They share resources and take turns well in conversations. The childminder uses her experience and training well to offer children choices and alternative resources to resolve potential conflicts.
- Children make good progress from their starting points. The childminder helps children gain useful skills for their future learning and they are well prepared for their move to school. For example, older children show great interest in letters, sounds and numbers.
- The childminder has made many improvements since her previous inspection. For example, she has better understanding of how to plan activities to support children's next steps in learning.

It is not yet outstanding because:

- The childminder does not gather comprehensive information from parents about children's starting points for learning to help her focus her planning even more effectively from the earliest opportunity.
- Occasionally, the childminder does not follow children's interests and make the best use of resources to develop children's curiosity and exploration.

What the setting needs to do to improve further

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

- implement plans to gain more comprehensive information about children's starting points, to sharply focus planning to build on what children know and can do from the earliest opportunity
- build on children's curiosity to play, explore and discover new things.

Inspection activities

- The inspector observed the childminder's interactions with children as they played inside and outside.
- The inspector spoke with the childminder about how she observes, plans and assesses children's progress.
- The inspector sampled documentation, including children's assessment records, the childminder's self-evaluation, and the written views of parents.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder takes time to teach children about safety providing them with clear explanations about potential safety risks. She provides children with a safe and secure environment and has improved her emergency evacuation procedures since the last inspection. The childminder has a good understanding of child protection issues and her responsibility to report any concerns about a child's well-being. The childminder exchanges some useful information with parents and other early years settings to promote continuity of care and support for children's learning. She evaluates her provision well and has focused plans for improvement, such as to gain more information from parents about children's learning when they start at the setting.

Quality of teaching, learning and assessment is good

The childminder provides children with a broad range of experiences and resources to encourage their learning. She knows children well and uses detailed observations to identify children's next steps in learning effectively. Overall, children confidently explore and investigate, making decisions about their play. Children love sharing favourite stories and are encouraged to recall stories in their own words. The childminder supports children well in their communication and language development. For example, she initiates conversations and asks children questions. Children thoroughly enjoy their time outside. They negotiate space well on the expansive range of ride-on toys, which challenge their physical skills effectively. The childminder shows children how to operate things and provides encouragement and reassurance as they develop new skills, such as using the brake to stop themselves on the scooter.

Personal development, behaviour and welfare are good

Children form strong attachments with the caring childminder and are emotionally well supported. Children watch carefully, for example as the childminder demonstrates how to wind a toy up, and gain confidence in their abilities to have a go independently. The childminder consistently praises children and they develop good self-esteem. Children benefit greatly from the healthy and nutritious meals the childminder provides. They are encouraged to sample new products and make healthy choices. Children develop good independence skills; for example, they help to peel their banana and satsuma.

Outcomes for children are good

Children develop good skills to support their future learning and eventual move to school. For example, children develop good early writing skills, recognise familiar letters and sounds, and make good attempts at recognising and writing their names. Children enjoy the responsibility of helping others and completing tasks.

Setting details

Unique reference number	118449
Local authority	North Somerset
Inspection number	1048620
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	10 November 2014
Telephone number	

The childminder registered in 1997. She lives in Nailsea, North Somerset. Childminding takes place Monday, Wednesday and Thursday throughout the year.

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