

# Childminder Report

<b>Inspection date</b>	8 July 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Children make good progress, relative to their starting points. The childminder monitors children's progress well, making good use of her observations and assessments to identify if there are any gaps in their learning.
- Children who speak English as an additional language receive very good support. The childminder encourages children very well as they develop their understanding of English, and their confidence in using new words and phrases.
- Children are confident and happy and show high levels of self-esteem. Children show that they feel emotionally secure, developing good relationships with the childminder and each other.
- The childminder understands the importance of sharing information with other settings children attend to provide consistency in planning for future progress.
- The childminder monitors her practice well. She seeks to continually improve and develop her skills to achieve good quality outcomes for children. Her effective self-evaluations help her to identify areas for improvement.

### It is not yet outstanding because:

- The childminder is inconsistent in using letter sounds to help children identify objects that start with the same initial.
- The childminder's assessments of children's progress are not fully complete as some parents provide little information about their children's learning at home.

## What the setting needs to do to improve further

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

- develop consistency in using letter sounds rather than names to further encourage children's communication skills
- encourage parents further to provide regular information about learning activities at home.

### Inspection activities

- The inspector observed the childminder and children engaged in learning activities, indoors and outdoors.
- The inspector talked to the childminder about her systems of monitoring children's progress.
- The inspector talked to children and read feedback from parents.
- The inspector sampled documents, including the childminder's safeguarding procedures, and discussed her understanding of how to implement these.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is very well motivated. She shows commitment to developing her skills through training and sharing good practice at meetings with her fellow professionals. For example, she used information from workshops in supporting and extending children's communication and language skills to review how she asks children questions and provides them with time to reflect before answering. Safeguarding is effective. The childminder keeps her knowledge of local safeguarding procedures up to date through training. She makes sure that she updates her own procedures to reflect these, and she has a thorough understanding of how to follow these to help protect children from harm.

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

The childminder has good systems in place to involve parents in helping to identify children's starting points. She plans very well to provide stimulating and challenging activities that children are keen to explore and investigate. She uses themes, such as the life cycle of a butterfly, to link activities and to help children build on what they already know. For example, she used the story of the hungry caterpillar to help children learn about foods that are good for them, and took them shopping to choose these. The childminder set toy butterflies and insects in jelly to encourage children to investigate. They thoroughly enjoyed exploring the feel and smell of the jelly, and the children extended their understanding well as they learnt the names of the different insects. The childminder encourages children to explore shape and size. For example, they build towers, identify 'bigger' and 'smaller', and measure these against their bodies.

### Personal development, behaviour and welfare are good

The childminder respects children's home languages and traditions, and plans activities that celebrate these. Babies are content and settled. The childminder has good understanding of their individual needs and routines, and parents keep her informed about changes to these. Children learn well about keeping safe. For example, when young children slice strawberries for their snacks, they are aware that the knife is sharp and they take great care. Children enjoy playing outdoors and being physically active, joining in energetic action rhymes, and moving and stretching their bodies well to develop their muscles.

### Outcomes for children are good

All children, including those who need extra help and support, make good progress and develop the skills they need to move on to the next stage in their learning. Children communicate their needs confidently and are able to act independently. For example, children under two years proudly showed that they had put their shoes on without help, albeit on the wrong feet.

## Setting details

<b>Unique reference number</b>	EY483648
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1000827
<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>	4
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014. She lives in Yeovil Somerset. The childminder works Monday to Friday, from 7.30am to 6pm, all year round. She provides funded early education for children aged two, three and four years.

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