

# Childminder Report



## Inspection date

7 July 2016

Previous inspection date

6 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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

- Children make good progress, relative to their starting points. The childminder uses her observations and assessments well to plan activities that promote ongoing learning. She monitors the learning programme effectively to identify any gaps.
- Children have good levels of self-esteem and are very confident. They have strong, affectionate relationships with the childminder, and they show through their behaviour that they feel emotionally secure.
- The childminder has developed systems to share information about children's learning with other early years settings they attend. She recognises the importance of a shared approach in planning for children's ongoing progress.
- The childminder monitors her practice well in order to promote good-quality outcomes for children. Her self-evaluation is good. She reviews each day's activities to identify which were effective, and what she would do differently another time. She involves children in planning improvements, such as including their views in her plans to develop outdoor resources.

### It is not yet outstanding because:

- The childminder does not encourage children to use soap and water to wash their hands. This does not fully support their developing knowledge of good hygiene practices.
- Activities that encourage older children's understanding of technology lack challenge.

## What the setting needs to do to improve further

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

- further encourage children's understanding of good hygiene practices
- provide more challenges for older children as they learn about technology.

### Inspection activities

- The inspector observed the childminder and children engaged in learning activities indoors and outdoors.
- The inspector talked to the childminder about how she monitors children's learning and plans for future progress.
- The inspector sampled documents the childminder is required to keep to support children's welfare.
- The inspector read feedback from parents about the childminder's service.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder applies new skills and knowledge effectively to make improvements that have a positive impact on children's learning. For example, she developed her knowledge of why children like to learn in different ways. She uses this well when planning, to make sure activities and resources reflect children's individual preferences. Safeguarding is effective. The childminder attends training and uses local networks to make sure she is aware of changes to local safeguarding procedures. Her own policies reflect these processes, and she knows how to follow correct procedures to help protect children from harm.

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

The childminder plans stimulating activities that challenge children and extend their learning effectively. For example, she encourages children's literacy well through a range of activities, using a variety of resources for children to use creatively. For example children made their own books of 'The Three Little Pigs' story, as they are encouraged to write and draw, and tell the story in their own words. They further developed the story using straw, lolly sticks and brick-coloured fabric to make the pigs' houses. The childminder uses her skills very well to extend children's learning and to encourage their developing communication and language. For example, she used photographs of family, friends and places effectively to encourage children to talk about people and events in their lives. Children had a lively discussion about what they did at the park the previous day and the ducks they had seen. The childminder makes sure resources are very well organised for children to choose what they want, and she uses these effectively to support learning.

### Personal development, behaviour and welfare are good

Children are happy and content. They develop good relationships with each other and share well. For example, older children showed the younger ones how to make a musical doll sing a song, and they enjoyed singing along. The childminder develops very good relationships with parents. She shares information well, and regularly provides ideas for learning activities at home. For example, giving parents tips for helping to equip children with the skills they will need when they start school. Children enjoy being active and playing in the childminder's garden. They visit nearby parks where they have opportunities to run and climb, and learn to use apparatus safely.

### Outcomes for children are good

Children make good progress and develop the skills they need to be ready for the next stage in their learning, including going to school. Children are independent and confidently make choices about activities and daily routines. For example, they tell the childminder when they are ready for their snack, which older children help prepare.

## Setting details

<b>Unique reference number</b>	142588
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1048724
<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>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 August 2013
<b>Telephone number</b>	

The childminder registered in 1989. She lives in Yeovil, Somerset. She works Monday to Friday, all year round, from 8.30am to 6pm. She provides funded early education for children aged two, three and four years.

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