

Childminder Report

Inspection date

31 August 2016

Previous inspection date

14 July 2015

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

- Following her last inspection, the childminder has made good use of guidance, training and advice to increase her knowledge and make improvements. She has updated her procedures and works much closer with parents to support children's learning and development.
- The childminder has implemented a new assessment system. She makes effective use of her observations to identify children's next stages of learning. She plans challenging activities that motivate them to take part and persevere. Children make good progress from their starting points.
- The childminder meets children's physical and emotional needs well. They behave well and the childminder provides good support for them to understand right from wrong. Children develop strong attachments to the childminder and go to her for reassurance.
- Children lead their play and the childminder provides good support to move their learning on. For example, as young children explore resources she encourages recognising shapes, counting, and describing what they see and feel.

It is not yet outstanding because:

- The childminder does not always give children time to think about questions before she gives them the answer.
- The childminder sometimes misses opportunities to help children extend their early writing skills.

What the setting needs to do to improve further

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

- give children more time to think and respond to questions
- increase the opportunities for children to develop their early writing skills further.

Inspection activities

- The inspector observed activities and the quality of teaching, indoors and outdoors.
- The inspector spoke with the childminder and carried out a joint observation.
- The inspector checked the safety of the premises and safeguarding information.
- The inspector took account of the systems the childminder uses to evaluate her provision and spoke with older children and parents.
- The inspector sampled documentation, including policies and procedures, and children's development records.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Following her last inspection, the childminder has written and implemented good procedures to protect children and keep them safe. Through training, she knows what to do if children are at risk of harm. The childminder has implemented new systems and monitors children's overall development well. This enables her to identify gaps and provide any additional support to help children catch up. She evaluates her activities and practice, and seeks parents' feedback to continue to improve. For example, she shares children's next stages of development with parents so they can support learning at home. She is seeking training to help support children further in their language and communication skills, and literacy development.

Quality of teaching, learning and assessment is good

The childminder supports children well in extending their communication skills and vocabulary. For example, she adds new words, such as 'seahorse' as children play with sea creatures. Later, children use the word correctly for themselves. The childminder engages older children in talking about puffer fish and contributing what they already know. The childminder demonstrates how to use equipment and then enables children to spend time practising their new skills. She challenges the older children to make predictions, and solve problems using trial and error. For example, they work out that by using glass pebbles they can raise the water level in a jar. They comment on whether they have less, more or the same amount of water and measure it to find out.

Personal development, behaviour and welfare are good

Children are happy, settled and confident in the childminder's home. They make independent choices from the wide range of resources and lead their play. The childminder is aware of all of the children's needs and helps them engage well with activities. She gives children choices and helps them become independent. Older children are thoughtful and help the younger ones. Children develop a good understanding of keeping themselves safe and healthy. For example, young children turn themselves around and hold onto rails to climb up and down steps. They confidently climb on the small trampoline and do up the zip on the safety net. The childminder supports children well in gaining a positive awareness of people's differences.

Outcomes for children are good

Children develop good skills for their next stage of learning and school. For example, they are confident learners. They explore and investigate to see what they can do with resources. Children have strong relationships and learn to share and manage their feelings. They enjoy books and confidently use numbers throughout their activities. Children are eager to take part in creative activities and play imaginatively.

Setting details

Unique reference number	958647
Local authority	Somerset
Inspection number	1054557
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	14 July 2015
Telephone number	

The childminder registered in 2000. She lives in Highbridge, Somerset. She provides care each weekday throughout the year, including before and after school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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