

Childminder Report

Inspection date	27 September 2016
Previous inspection date	21 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 provides a wide range of activities and learning experiences which support children to make good progress in all areas.
- The childminder builds effective partnerships with parents. She provides them with useful information about her provision and their children's day.
- The childminder is kind and caring in her approach. She meets children's physical and emotional needs well. Children feel safe in the childminder's care and go to her for reassurance and cuddles.
- The childminder is committed to continually improving her teaching and the quality of her provision. She uses the skills she acquires from training opportunities to ensure positive outcomes for children.
- Children play well together and independently. They are active and inquisitive learners.

It is not yet outstanding because:

- The childminder does not always build on children's independence in their self-care and physical skills at mealtimes because she does things for them, which they could do for themselves.
- The childminder does not always encourage children to take care of the resources and their environment to help keep themselves and others safe.

What the setting needs to do to improve further

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

- make the most of all opportunities to build on children's independence skills
- encourage children to care for the resources and their environment to help keep themselves and others safe.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's records and the childminder's policies.
- The inspector and the childminder observed children during activities and completed a follow-up discussion about children's learning and progress.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' views, from their written comments and those parents spoken to on the day.

Inspector

Michelle Tuck

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role and responsibility to keep children safe. She has a clear grasp of child protection issues and knows who to contact if she has any concerns about a child's welfare. The childminder updates her knowledge and skills regularly. For example, she uses ideas from training to provide a range of activities which extend children's writing skills and literacy development. The childminder reflects on her practice and reviews the range of activities she offers the children. She speaks to parents to gather their views about her setting and welcomes their suggestions to help her make ongoing improvements.

Quality of teaching, learning and assessment is good

The childminder gets to know the children well. She is aware of what they already know and can do and provides an exciting range of activities to build on their skills. For example, children thoroughly enjoy sorting small toy bugs by type and colour. The childminder gets involved in their play and develops their vocabulary and understanding effectively. For example, she introduces new words to the children, such as 'scorpion', and talks to them about what they are doing. The childminder reviews children's progress effectively. This enables her to identify any gaps in their learning and plan focused activities to help them catch up with their friends.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. They make independent choices in their play and behave well. The childminder gives the children plenty of praise and encouragement. When children say that they need help or they cannot do something the childminder gives the children encouragement to have a go. This boosts their confidence and self-esteem. Children have many opportunities to develop their physical skills, for example, at the park or when visiting children's activity groups. Children use polite language, learn to respect one another and take turns.

Outcomes for children are good

Children make good progress and develop a wide range of skills in preparation for the next stage in their development and school. They confidently count and use numbers as they play. They develop positive social skills as they learn to share with their friends. For example, they wait patiently for their turn to push the ball through the drainpipe. They recognise shapes and match patterns to fit a lid onto a sorting cube. They spontaneously burst into song, demonstrating high levels of self-esteem and confidence.

Setting details

Unique reference number	EY345000
Local authority	Somerset
Inspection number	1062040
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	21 February 2013
Telephone number	

The childminder registered in 2006. She lives in the city of Wells, in Somerset. The childminder works Monday to Friday, all year round except Christmas and bank holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

