

Childminder Report

Inspection date

10 October 2016

Previous inspection date

27 May 2016

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 quality of the childminder's interactions with children is consistently good. Children play in an interested and settled way. They behave well and make good progress.
- The childminder has learnt to use assessment well. She targets teaching effectively to help children progress in their development. She uses tracking to identify any gaps in children's progress and develops effective ways to help them catch up. This is a significant improvement since the last inspection.
- The childminder draws on her wealth of experience to develop very positive ways to support children who have special educational needs or disability. The childminder works with parents well to provide consistency in meeting children's needs.
- The childminder has developed effective systems to reflect and evaluate the quality of her provision. She successfully identifies ways to extend her skills and knowledge. For example, following training, the childminder has developed new activities and obtained equipment to help her encourage children to lead active and healthy lifestyles.

It is not yet outstanding because:

- The childminder does not always make the best use of opportunities to support and extend children's understanding of letter shapes and sounds.
- On occasion, the childminder does not give children the freedom to explore their own individual creative ideas.

What the setting needs to do to improve further

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

- support children more consistently to explore and think about letter shapes and sounds to further extend their literacy development
- give children more opportunity and freedom to explore their own individual creative ideas.

Inspection activities

- The inspector observed the childminder's interactions with children, indoors and outdoors.
- The inspector conducted a joint observation and a leadership and management discussion with the childminder.
- The inspector looked at documentation, including children's learning journals.
- The inspector spoke with children and took the written views of parents into consideration.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection and knows the procedure to follow if she has concerns about any child's welfare. The childminder evaluates the quality of the provision effectively and identifies ways to improve outcomes for children. For example, she has carefully watched children's play and introduced a new book corner to her playroom to encourage children's early reading habits. Children develop skills that will help them as they move on to school. For example, children are good at counting carefully.

Quality of teaching, learning and assessment is good

Children have plenty of opportunities to build on their learning and practise new skills. For example, they learn to count and order numbers as they play with puzzles and improve their reading skills as they sing nursery rhymes. The childminder provides superb activities that interest children. For example, children play shops, handle money and learn to share together. Children develop their physical skills outdoors through activities such as climbing, balancing and bouncing, and they learn to negotiate space as they slide and run. Children make links in their understanding. For example, they collect leaves and read well-planned stories about autumn.

Personal development, behaviour and welfare are good

Children behave really well. They are confident and settled. For example, children look at books together, hunt for certain illustrations and help each other turn the pages. The childminder uses her experience well. She is skilled at extending children's ideas while they play. For example, as children lined up lollipops in an egg box, the childminder expertly encouraged them to solve simple number problems. Children enjoy spending time playing and learning outdoors. For example, they notice snail trails on a mirror and identify bugs in the garden. The childminder supports children's emotional well-being effectively. For example, she helps children solve problems and find solutions as they learn to share. Children form positive and strong relationships with each other and with the childminder, helping them to feel secure and settled.

Outcomes for children are good

Children are eager to learn and take part. They make exciting discoveries and decisions, and play well independently. Children get on well with each other and develop a range of skills to prepare them for their future move on to school.

Setting details

Unique reference number	142205
Local authority	Somerset
Inspection number	1057534
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	4
Name of registered person	
Date of previous inspection	27 May 2016
Telephone number	

The childminder registered in 1996. She lives in Shepton Mallet, Somerset. The childminder cares for children from Monday to Friday, all year round.

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