

Childminder Report

Inspection date

13 October 2016

Previous inspection date

8 May 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

- Children arrive happy and those new to the setting soon settle because the childminder gains good information on babies' routines and understands children's care needs. She helps children develop good relationships and treat others with respect. Children learn to manage their feelings; they behave well and are emotionally secure.
- The childminder makes useful assessments of children's development through regular observation and identifies where children may need additional support. She uses the information well to plan to build on children's knowledge. Children make good progress.
- The childminder has a strong knowledge of child protection procedures and knows what to do should children be at risk. She understands her responsibilities to prevent children being drawn into anything which may cause them harm.
- The childminder has continued to extend her professional development since the previous inspection, which has helped her maintain good standards for children. She works well with her co-minder and they ensure their assistant has the skills and knowledge to meet the children's needs.

It is not yet outstanding because:

- The initial information the childminder gains from parents on children's development could be more comprehensive to plan more highly effectively from the start.
- The childminder misses some opportunities to help children make predictions and find out if they are correct.

What the setting needs to do to improve further

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

- increase the information gained from parents on children's development when they first start to plan even more effectively straight away
- help children to make predictions and test their ideas further.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector spoke with the childminder and carried out a joint observation.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder ensures her home is safe and that she minimises all potential risks to children. She continually reviews her practice, updates policies and procedures, and implements actions for better outcomes for children. For example, she has changed the organisation of the premises, with particular regard for children's independent learning. Once children have settled, she has regular discussions with parents to find out what children achieve at home, to understand their needs further. She works well with parents to support children's development such as toilet training and in preparing children for school. The childminder has established strong links with other early years providers, which enable her to provide consistent care and learning.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She encourages them to explore the resources and plans a wide range of activities and experiences. The childminder provides good support for children's communication skills. For example, she helps them in taking turns in conversations and introduces new vocabulary. She is particularly skilled at helping children be as independent as possible. For example, she uses positive encouragement with young children as they put on their coats and boots. She provides just the right amount of support to help them succeed until they are capable of managing alone.

Personal development, behaviour and welfare are good

The childminder takes care in observing children to meet their physical and emotional needs. She notices when babies need their nose wiping, their nappy changing or show signs of needing a cuddle or sleep. Mealtimes are a social occasion and the childminder provides a good role model. For example, children gain a good understanding of healthy eating and good manners. The childminder is good at helping children notice hazards for themselves so that they understand how to keep themselves safe. She organises the environment to enable children to make good choices and feel confident to lead their play. Babies have space to learn to crawl and walk. Children have good opportunities for physical play and develop a strong awareness of the importance of exercise.

Outcomes for children are good

Children gain good skills to support their learning and prepare them well for school. For example, they become confident communicators, work together cooperatively and eagerly approach the childminder to read stories. Babies enjoy exploring using all their senses. Children look after their belongings and take care of the environment and resident animals. Older children develop their mathematical and literacy skills well.

Setting details

Unique reference number	EY333235
Local authority	Somerset
Inspection number	1061995
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	5
Name of registered person	
Date of previous inspection	8 May 2013
Telephone number	

The childminder registered in 2006. She works at her home in Merriott, South Somerset, with her co-childminder and assistant. They provide childminding care on a Thursday from 6am to 6.30pm, for 49 weeks a year, including before and after school. On Monday, Tuesday, Wednesday and Friday they provide childcare on domestic premises. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for children aged three and four years.

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