

# Childminder Report

**Inspection date**

20 October 2016

Previous inspection date

18 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 interacts positively with the children, supporting their communication and language skills well. For example, she repeats their words and extends their sentences during activities so that they become confident communicators.
- Effective partnerships with parents support children's learning well. The childminder successfully involves parents in their children's learning and development. For example, she shares resources so that children can extend their interests and learning at home.
- Children form affectionate relationships with the childminder. Younger children settle quickly and become happy and secure. They develop good social skills and join in activities with enthusiasm. All children make good progress from their starting points.
- The childminder works very effectively with her co-childminder and assistant. They continually evaluate their practice and consult parents and children about possible improvements to their practice. For example, they have improved sensory activities outdoors, encouraging all children to explore and investigate more.

### It is not yet outstanding because:

- Children make good progress overall in their literacy skills. However, there are few opportunities for those children who prefer to learn outdoors to develop their early reading skills.
- The childminder sometimes misses opportunities to encourage children to extend their ideas and develop their imaginative play.

## What the setting needs to do to improve further

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

- encourage children more to explore their imaginative play and ideas
- extend opportunities for children who prefer to learn outdoors to develop their early reading skills.

### Inspection activities

- The inspector observed the childminder working with her co-childminder and assistant to support children's play and routines.
- The inspector observed the childminder engaged in activities with the children.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a range of policies and spoke to the childminder at appropriate times during the inspection.
- The inspector took account of the views of children and parents spoken to on the day of inspection.

### Inspector

Margaret Baird

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is vigilant about children's health and safety and understands child protection matters well. She keeps her knowledge up to date, for example, by completing training, which helps her to protect children from risk of harm. Safeguarding is effective. The childminder develops her teaching skills well to meet children's needs. For example, she has attended training which has improved her understanding of how to support children with additional needs. The childminder supports and monitors her assistant's performance well. She monitors children's learning successfully and provides extra support when she notices gaps in their development. She has used funding well through buying games that encourage two-year-olds to interact with others. Partnerships with other providers are effective, providing children with consistent experiences.

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

The childminder uses her strong understanding of how children learn effectively to support children's learning and development. For example, she helps children learn to count and challenges the older ones to make simple calculations as they sing songs and rhymes with her. The childminder supports children's communication and language well, and she encourages them to explore and investigate, for example, in water play outdoors. She adapts the activities and her support effectively to meet children's needs, providing different challenges. For example, she uses clear descriptive language to help younger children put words to their actions, and she forms these into simple sentences for them to copy, encouraging children to revisit what they learn. She uses her precise assessments of children to plan well for their next steps in learning.

### Personal development, behaviour and welfare are good

The childminder has strong bonds with the children, who are confident and independent. She supports children well, especially the younger ones, to take turns and consider others in their activities. Children behave very well and cooperate. Children enjoy regular outdoor play and develop good physical skills and control of their movements. Children are safe and secure. The childminder provides good opportunities for them to explore the local area, and teaches them about road safety.

### Outcomes for children are good

Children quickly develop the skills needed for future learning and moving on to school. They have a good understanding of how to lead a healthy lifestyle and the importance of eating healthy food. Children enjoy the range of activities and individual support to help their learning; for example, when exploring a hose and learning how to control the flow of water, studying the different effects. Children become confident communicators from a young age and socialise well. They are independent and motivated learners.

## Setting details

<b>Unique reference number</b>	EY457774
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1063270
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 July 2013
<b>Telephone number</b>	

The childminder registered in 2013. She co-childminds with another childminder and employs an assistant. The childminder works from her home in Taunton, Somerset, and operates flexible hours throughout the year. She receives funding for free early years education for children aged two, three and four years. The childminder is qualified to level 3 in childcare and her assistant holds a foundation degree in early childhood studies.

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