

Childminder Report

Inspection date

2 November 2016

Previous inspection date

26 September 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 makes good observations of children's development and interests. She uses this information well to plan, following children's lead as they play. The childminder monitors any gaps to help children catch up. Children make good progress from their starting points.
- The childminder helps children to keep persevering in their learning. Children want to have a go and learn new skills. They gain a positive awareness of people's differences and each other's abilities.
- The childminder engages children effectively in speaking and listening. She provides a strong role model, giving children plenty of time to think and respond to questions.
- Children behave well and become independent in their self-care. The childminder helps them develop a good understanding of the importance of a safe and healthy lifestyle.
- The childminder has strong partnerships with parents and other early years providers. They share important information to enable them to be consistent in children's care and work together to support children's development.

It is not yet outstanding because:

- The childminder does not always enable children to use a wide range of materials during adult-led activities or to continue using resources in their own way.
- Opportunities for children to develop their early writing skills and understand the different purposes of writing are not extensive.

What the setting needs to do to improve further

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

- develop the use of adult-led activities to enable children to use resources in their own way and complete activities to their own satisfaction
- provide more opportunities for children to practise their early writing skills and begin to understand its purpose.

Inspection activities

- The inspector observed activities and the quality of teaching indoors.
- The inspector spoke with the childminder and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector took account of written feedback left by parents and the childminder's self-evaluation.
- 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. The childminder assesses risks well to keep children safe while helping them to become independent. She understands her safeguarding policies and knows what to do if a child should be at risk of harm. The childminder meets with other childminders to discuss their practice and share information to keep up to date. She monitors her provision well and seeks parents' feedback to make ongoing improvements. For example, she has improved the information she gains from parents about children's development when they first start. This helps her to plan activities that will interest them from the outset. She uses research to extend her knowledge of supporting children's development. For example, she finds new and interesting ways to help them be creative. The childminder organises her documentation well for the safe and efficient management of her setting.

Quality of teaching, learning and assessment is good

The childminder includes children of all ages in all activities. She ensures younger children have time to speak without being interrupted by older ones. She supports children well in thinking about problems and how to resolve them. Children learn through trial and error. For example, even the youngest children understand that they need to turn the train track around to make it fit. The childminder helps children to make links in their learning. For example, they discuss their experiences of going on trains as they play with toy trains. The childminder demonstrates how to use equipment, such as scissors, and gives children time to practise their skills. She uses mathematics in all activities and games, encouraging children to count and understand about size and capacity.

Personal development, behaviour and welfare are good

The childminder meets children's physical and emotional needs well. She keeps children safe and meets their individual needs. Children are settled and happy in the childminder's home. She organises resources well to enable them to make choices as they play and she changes the toys regularly to provide different experiences. The childminder teaches children to understand the importance of good manners and treating people and property with respect. For example, they discuss the consequences of behaviour and how that might make them feel.

Outcomes for children are good

Children are confident communicators. Older children begin to recognise written numbers and simple words. They enjoy books and eagerly ask the childminder to read to them. Older children recall familiar stories and younger ones join in, pointing to pictures of animals and making animal noises. Children learn in a safe environment and become confident, capable learners, preparing them well for school.

Setting details

Unique reference number	100344
Local authority	Somerset
Inspection number	1061112
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	26 September 2013
Telephone number	

The childminder registered in 2000. She lives in Warminster, Wiltshire. She provides care each weekday for 45 weeks a year, including before and after school.

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