

# Childminder Report

**Inspection date**

16 November 2016

Previous inspection date

11 October 2012

<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 regularly observes children in their play and makes accurate assessments about their development. She monitors children's progress well, identifies any gaps in their learning, and plans activities to help children catch up. Children make good progress from their starting points.
- Partnerships with parents and other settings are effective. They work together to successfully meet children's needs and ensure positive outcomes for children.
- The childminder makes good use of self-evaluation. For example, she attends training to improve her practice such as raising her awareness of how to support children's personal, social and emotional development.
- Children's behaviour is good. They learn good independence skills in their self-care. The childminder helps them develop a good understanding of the importance of keeping safe and living a healthy lifestyle.

### It is not yet outstanding because:

- The childminder does not make the best use of outside space to support children's learning in all areas, particularly for those who prefer to learn outdoors.
- Occasionally, the childminder does not give children enough time to answer her questions and share their ideas.

## What the setting needs to do to improve further

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

- extend the range of activities across all areas of learning for children who prefer to learn outdoors
- ensure children are given sufficient time to share their ideas and think through their answers in response to questions.

### 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 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 questionnaires.

### Inspector

Michelle Tuck

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is clear about her role and responsibility to keep children safe. She is able to recognise the signs and symptoms that may be a cause for concern and knows what to do if she is concerned about a child in her care. The childminder continuously evaluates the quality of her practice and seeks the views of parents about her provision so that she can identify areas for development. The childminder tracks children's progress effectively, encouraging parents to contribute information about their children's learning at home. This ensures consistency in children's care and learning, and effectively contributes to meeting children's needs.

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

The childminder has a very good knowledge of how children learn and develop. She interacts well with them and extends their play. For example, she helps children to count and begin to make simple calculations as they take one fish away from 10 fish. The childminder plans good opportunities to support children's understanding of the world. For example, they make bird feeders from juice cartons, which they observe hanging in the garden to see which birds visit. The childminder supports children's communication and language. For example, she introduces words such as 'chaffinch' and 'aubergine' as they look through books together.

### Personal development, behaviour and welfare are good

The childminder shares warm close relationships with the children and meets their physical and emotional needs well. Children are happy and settled in the childminder's home, which she organises well, overall, to enable them to make independent choices in their play. Children benefit from daily fresh air and exercise. For example, the childminder takes the children to local parks or woodlands where they explore the natural environment. The childminder gives the children lots of praise and encouragement, which boosts their self-esteem and confidence. Children have a well-structured routine and talk to each other about their feelings. This helps them to manage their behaviour effectively for themselves and learn to respect one another.

### Outcomes for children are good

Children gain good skills for future learning and the move to school. They are confident communicators, talking in full sentences and demonstrating a wide vocabulary. They enjoy books, stories and rhymes, joining in with familiar phrases and confidently singing solo. Children count in routines and activities, identify shapes and place items in order of size, biggest to smallest. They are motivated, independent and sociable. They enthusiastically experiment such as learning to mix paint to make different colours.

## Setting details

<b>Unique reference number</b>	EY444932
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1059262
<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>	2 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	11 October 2012
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Wells, Somerset. She works Monday to Friday, all year round, with the exception of family holidays and public holidays.

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