

# Childminder Report

**Inspection date**

21 November 2016

Previous inspection date

22 August 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 organises the play space effectively to support children's interests well. Children are keen to learn and engage in a broad range of experiences. They make good progress from their starting points.
- Children thoroughly enjoy helping with daily tasks and become independent. For example, they relish the responsibility of helping to prepare the snack for others and accurately count how many bowls they require, using their developing mathematical skills well.
- The childminder reflects on his practice well and focuses on areas to improve. For example, he has introduced children to real tools, which has supported them well to develop their muscle control and extended their communication and language skills, for example, to follow instructions.
- The childminder supports children's emotional well-being effectively. Children are happy, behave well and build positive friendships. They learn to take turns and are respectful of others.

### It is not yet outstanding because:

- The childminder does not monitor children's progress in each area of learning as precisely as possible to identify any emerging gaps in their learning more swiftly.
- The childminder does not use all opportunities to help older children to take responsibility for tasks to help ensure a safe and tidy environment.

## What the setting needs to do to improve further

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

- monitor children's progress more precisely across all areas of learning to ensure any emerging gaps in their learning can be addressed more promptly
- support older children more to take responsibility for tasks to help ensure a safe and tidy environment.

### Inspection activities

- The inspector observed the childminder's interactions with children as they played in the home and garden, and discussed children's learning.
- The inspector held discussions with the childminder, parents and children at convenient times during the inspection.
- The inspector sampled documentation, including children's assessment records, the childminder's self-evaluation, and policies and procedures.
- The inspector considered the written views of parents.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder uses his detailed policies and procedures effectively to help him protect children's welfare. He provides a safe and secure environment and supervises children well. Safeguarding training has strengthened his knowledge and he has a good understanding of his responsibility to report any child protection concerns. There are strong partnerships with parents and other early years settings to maintain a consistent approach to children's care, learning and development. The childminder attends regular early years meetings and talks with his co-childminder to develop his skills and share ideas, for example, to improve outdoor learning.

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

Children explore the homely environment confidently. They make choices about their play from the abundant range of high-quality toys and resources. The childminder engages well with children about their learning, for example, to find out what they would like to play with next. He uses stories skilfully to help children connect ideas, such as how to use torches in the 'sensory tent'. The childminder has worked well since his last inspection to develop children's communication and language skills. For example, he engages children in conversations and talks through processes, building children's vocabulary successfully. Children have good opportunities to develop their coordination. For example, they thread a toy worm through a wooden apple and use drumsticks well to beat a tune competently.

### Personal development, behaviour and welfare are good

Children form warm relationships with the childminder, who meets their care needs effectively. They are very excited to show their new skills, such as putting their coats on independently, and are proud of their achievements. Children learn the importance of following hygienic practices, such as washing their hands before they prepare snack and putting their hands in front of their mouths when they cough. They learn about keeping healthy. For example, the childminder provides clear explanations when children remove their jumpers after dancing; helping them to understand the effects exercise has on their bodies.

### Outcomes for children are good

Children progress well and gain the skills they need for their future learning and eventual move to school. They develop good early reading skills. For example, they enjoy sorting the alphabet 'pebbles' and learn to recognise the letters in their name. Children investigate how things work effectively, for example, exploring how different actions cause the battery-operated toy bugs to move in different ways. Children listen and follow instructions well. For example, they move in time to the music and stand still when the music stops during games.

## Setting details

<b>Unique reference number</b>	EY458071
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	1063284
<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>	5
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 August 2013
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Congresbury, North Somerset. He works with his partner, who is also a registered childminder. The childminding service operates from Monday to Thursday throughout the year.

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