

Childminder Report

Inspection date

5 December 2016

Previous inspection date

6 February 2014

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 improvements and uses her professional development effectively to maintain good outcomes for children. For example, she plans good use of outdoor learning to provide a wider range of experiences.
- The childminder uses her observations well to plan effectively for each child's individual next stages in learning. For example, she works closely with parents to support children's home learning and involves the oldest children in planning activities. Children make good progress.
- The childminder provides a wide range of stimulating resources and organises them well for children to make choices and lead their play.
- Children behave well. For example, the childminder helps them acknowledge their feelings and learn to think of others. She provides a good role model for children.
- Following her last inspection, the childminder has implemented effective ways to work with other early years providers. This ensures they work together to be consistent in children's care and development.

It is not yet outstanding because:

- The childminder sometimes supplies answers to her questions too quickly and does not give children time to think and respond for themselves.
- The childminder misses some opportunities for the oldest children to learn more about quantity and shape.

What the setting needs to do to improve further

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

- give children more time to think and respond to questions
- make the most of opportunities for children to develop their mathematical skills.

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 took account of written feedback from parents and the childminder's quality improvement plan.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies, 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 organises her documents well for the safe and efficient management of her setting. She carries out thorough risk assessments and makes regular checks to maintain all safety equipment in good condition. She keeps up to date with safeguarding procedures and knows exactly what to do if children are at risk of harm. The childminder reviews her practice successfully. For example, she attends training to guide her practice and now helps older children to identify risks and understand how to minimise them. She monitors children's learning well to know where they may need additional support and help them achieve.

Quality of teaching, learning and assessment is good

The childminder uses children's interests well to help them learn. For example, older children name dinosaurs, discuss their sizes and build a home for them. The childminder helps children solve problems, such as making the home fit the biggest dinosaur. Children use technology competently, for instance, they take pictures, zooming in to see the dinosaurs' details. The childminder encourages active learning well. For example, she gives children time to use resources in their own ways and find out what they can do with them. The childminder encourages children to talk to develop their speaking skills, for example, about personal experiences and recall past events. Children have good opportunities to develop their physical skills. For example, they use a variety of methods to paint, use scooters with control and climb on large equipment.

Personal development, behaviour and welfare are good

The childminder works effectively with parents, such as to gain important information on children's routines, preferences and individual differences. This knowledge helps her get to know children well and meet their physical and emotional needs effectively. Children form strong bonds with the childminder that help them feel secure and underpin their learning. They are happy, settled and confident in the childminder's home and go to her for reassurance. The childminder implements hygienic procedures when changing nappies to help maintain children's good health. She teaches children to develop a healthy lifestyle. For example, children know where to find their cups and have plenty of water to drink. The childminder helps children to be aware of people's differences.

Outcomes for children are good

Children develop key skills for the next stage of learning and are well prepared for school. For example, they are independent active learners who persevere and initiate their own ideas. Children are confident and explore with enthusiasm. They enjoy books. They use numbers spontaneously, such as in their imaginative games when they pretend to warm milk in the toy microwave and count up to eight accurately. Children play well together.

Setting details

Unique reference number	EY349218
Local authority	Bath & NE Somerset
Inspection number	1068829
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	4
Number of children on roll	7
Name of registered person	
Date of previous inspection	6 February 2014
Telephone number	

The childminder registered in 2007. She lives in Midsomer Norton, Somerset. She operates each weekday for 48 weeks a year, including before and after school. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

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