

Childminder Report

Inspection date

1 December 2016

Previous inspection date

12 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

- Children who have special educational needs or disability receive very good support. The childminder works very effectively with other professionals supporting individual children and they share information very well. This helps her to plan activities that effectively target children's learning needs and ensure all children make good progress relative to their starting points.
- Children behave well and have good self-esteem. They confidently make choices about what they want to do, and use the wide range of resources to develop their play.
- Children show that they feel emotionally secure through their affectionate relationships with the childminder, who is warm and responsive. For example, babies enjoy a cuddle before their nap, helping them quickly settle.
- The childminder's self-evaluation is effective and she continuously seeks to make improvements to achieve good outcomes for children. She monitors changes well to ensure these have a positive effect on children's learning. For example, introducing sign language into the setting has helped all children's developing communication.

It is not yet outstanding because:

- Activities to develop children's understanding of numbers lack challenge for older children, so they learn to add and subtract.
- The childminder does not gain detailed information from all parents about what their children learn at home, for her to use in her assessments of their progress.

What the setting needs to do to improve further

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

- provide more challenge for older children to further develop their understanding of addition and subtraction
- continue to encourage all parents to share information about what children learn at home, to better support the assessment process.

Inspection activities

- The inspector observed the childminder and children engaged in learning activities indoors and outside.
- The inspector read feedback from parents and talked to the children.
- The inspector talked to the childminder about how she plans learning activities and monitors children's progress.
- The inspector checked required documentation, including safeguarding procedures, and talked to the childminder about how she helps to protect children from harm.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

The childminder is committed to improving her practice, and uses training and professional networks well to help her develop her knowledge and skills. This has helped her to provide activities that support children to link letters to sounds, which has encouraged their interest in writing. Older children write their names on their artwork, and younger children make marks to represent different objects. Safeguarding is effective. The childminder's knowledge of local procedures to safeguard children is good. She has a thorough understanding of what to do to help protect children from harm.

Quality of teaching, learning and assessment is good

The childminder observes and assesses children well to plan learning activities that challenge them effectively based on what they need to learn next. For example, she encourages very young children to anticipate what happens next during games, such as 'this little piggy went to market', and they laugh as they wait to be tickled. The childminder uses role play very effectively to encourage them to talk. For example, she had pretend phone calls with the children, who talked happily about what they were doing. The childminder supports children's physical development very well. For example, she uses simple activities, such as rolling and bouncing a ball, to help them strengthen their arms and develop coordination and control. The childminder gives parents regular reports on their children's progress and their next steps in learning. She shares information well with pre-schools children attend, to ensure there is consistency between settings when planning.

Personal development, behaviour and welfare are good

Children develop a good understanding of difference and diversity. For example, they understand that some people do not use speech to communicate, and they enjoy learning to use sign language. Children have regular outings into their community with the childminder to learn about local people and places. For example, they particularly enjoy visits to the library to choose books, which helps them to understand concepts such as 'borrowing'. Children enjoy good activities to learn about how their bodies work. For example, they used a real stethoscope to listen to their own and each other's heartbeats before and after exercise, to compare the difference.

Outcomes for children are good

Children develop good skills that prepare them well for the next stage in their learning including going to school. For example, older children link sounds to letters well and they enjoy good activities that help them develop their early writing skills. Children are independent and learn to manage their own needs well. For example, very young children wash their hands before meals with minimal help from the childminder.

Setting details

Unique reference number	EY431167
Local authority	Somerset
Inspection number	1069088
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	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	12 February 2014
Telephone number	

The childminder registered in 2011 and lives in Frome, Somerset. She works Monday to Friday from 8am to 5.30pm, all year round.

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