

Childminder Report

Inspection date

9 January 2017

Previous inspection date

21 August 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 has a good knowledge of how children learn. She provides children with a wide range of learning experiences and they are enthusiastic to join in. Children make good progress from their initial starting points.
- The childminder is a good role model for children. She gives children lots of praise and encouragement, and they behave very well. Children learn to share, take turns and develop tolerance and respect for others.
- Partnerships with parents are strong. The childminder keeps parents well informed about their children's development, and how this could be supported at home. Parents comment that they value the care their children receive.
- The childminder is committed to the continual improvement of her setting and regularly reflects on her practice. She has addressed the area for development identified at her last inspection, to help maintain children's good outcomes.

It is not yet outstanding because:

- At times, the childminder misses opportunities to extend children's early interest in mathematical language and concepts to the best possible level.
- The childminder does not consistently recognise opportunities to challenge and build on what children can already do, to help children learn as much as possible.

What the setting needs to do to improve further

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

- extend children's early interest in mathematical language and mathematical concepts to the highest levels
- strengthen skills in recognising opportunities that arise to continually support, extend and build on what children already know.

Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact this has on children's learning.
- The inspector sampled a range of documents, including children's information and learning records, accident and incident records, safeguarding and suitability procedures, qualifications and training certificates, self-evaluation, attendance registers, and a selection of policies and procedures.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took into account the views of parents from written feedback and questionnaires.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder remains up to date with changes in safeguarding legislation. She knows the reporting procedure to follow should she have concerns about a child's welfare. The childminder places a high priority on children's safety. For example, she completes safety assessments and takes appropriate steps to reduce all hazards. The childminder monitors and tracks children's learning. This helps her to establish how well children are progressing and to identify any areas where they are not achieving as expected. The childminder is committed to professional development. For example, she accesses a wide range of training opportunities and confidently discusses the positive impact that physical development training has had on her teaching, and on children's outcomes. The childminder has established good links with schools and other settings to help ensure continuity in care.

Quality of teaching, learning and assessment is good

The childminder makes regular observations and assessments of children's development. She plans for their individual next steps in learning and their continued good progress. The childminder supports children's communication and language development well. For example, she talks clearly, listens carefully and interweaves new words, such as 'life cycle' and 'construct' to help extend children's vocabulary. The childminder encourages children to play imaginatively. For example, she engages with them as they dress as favourite superhero characters, and children delight as they build houses using their 'magic' hammers. Children spontaneously initiate story time. They act out the sequence of familiar stories, demonstrating their good memory recall skills.

Personal development, behaviour and welfare are good

Children are very happy and settled in the childminder's home. She is warm and affectionate, helping to support their emotional well-being and sense of belonging. The childminder ensures that children follow good hygiene routines. She teaches them the importance of being independent and healthy. The childminder provides children with daily fresh air and physical exercise. For example, as well as accessing her garden, she takes them to local places of interest, such as bird sanctuaries and arboretums. The childminder teaches children about the lives of people, families and communities beyond their own experiences, to help support their understanding of the wider world.

Outcomes for children are good

All children are gaining the key skills in readiness for school. Children are sociable and confident. They develop their early writing skills well. For example, they begin to write their names and recognise initial sounds and letters. Children enjoy testing out their ideas. They show delight as they feel the pull of strong magnets in their hands.

Setting details

Unique reference number	EY457440
Local authority	Gloucestershire
Inspection number	1063251
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	21 August 2013
Telephone number	

The childminder registered in 2013 and lives in the village of Eastcombe, in Stroud, Gloucestershire. She operates all year round from 7.30am to 6pm, Monday to Thursday, except family holidays. The childminder receives funding to provide free early education for children aged two, three and four years.

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