

# Childminder Report

<b>Inspection date</b>	1 February 2017
Previous inspection date	5 March 2014

<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 supports children effectively and encourages them to play alongside others and build secure friendships. She helps children well to understand their feelings. For example, she uses pictures to help them name emotions.
- Children gain the skills that support their future learning well, including going to school. For example, children learn to recognise their name, and familiar rhymes help them identify initial letters and sounds.
- The childminder makes good use of her detailed observations to identify children's next steps and any gaps in learning. Children make good progress from their starting points.
- The childminder makes good use of training to improve her knowledge of safeguarding practice. She has a good understanding of the possible signs that a child may be at risk and the procedure to follow to protect them from harm.

### It is not yet outstanding because:

- The childminder does not gain as much information as possible from parents about their children's starting points and their continued learning at home, to help her plan and assess children's progress even more successfully.
- Although children are confident to ask for help, at times, the childminder does not extend children's thinking to help them solve problems for themselves.
- The childminder misses some opportunities to talk to children about the importance of washing hands to help their understanding of good personal hygiene practices.

## What the setting needs to do to improve further

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

- encourage all parents to share information about their children's developmental starting points and their ongoing achievements at home, to further support the planning and assessment processes
- improve the use of questioning to challenge children even further, to encourage them to think and solve problems themselves
- help children to learn about the importance of good personal hygiene.

### Inspection activities

- The inspector observed the childminder's interactions with children as they played inside, and discussed their learning with her.
- The inspector sampled a range of documentation, including children's assessment records, the childminder's self-evaluation, and her policies and procedures.
- The inspector spoke to the childminder about her understanding of the early years foundation stage requirements.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder uses her risk assessments successfully to provide a safe and secure environment for children to explore safely. The childminder works well with other professionals to work consistently to meet children's care, learning and development needs. The childminder uses her evaluations of her provision well to improve children's experiences. This has helped her to make the garden safe and secure, and make better use of the local environment to extend activities for those who prefer to learn outside. The childminder meets regularly with other childminders and professionals to share good practice and further her skills, for example, to support children's social interactions.

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

The childminder provides a good range of experiences across the areas of learning. She has improved opportunities for children to make marks in their play. For example, children use the chalkboard to record what they would like for snack. Children particularly like their role play, especially the home corner. The childminder encourages children's communication and language skills well. For example, she asks questions about the toppings on their pizza and extends their vocabulary further. Children use mathematical language well when they pretend to go shopping. For example, they talk about how 'full' their basket is and how some items are 'too big' to fit in. Children choose songs and participate enthusiastically in action rhymes. They listen well and follow instructions, for example, pointing to the different parts of their body along to the song.

### Personal development, behaviour and welfare are good

Children have a good sense of belonging. The childminder warmly celebrates children's achievements, for example, displaying photographs and their creations. Children are kind to each other. For example, they take books to others so they can all read together. Children are keen to try new fruits at snack time. They describe the pomegranate as a 'giant apple' and the skin as looking like a 'cabbage'. They willingly use their senses to explore and describe what they feel, smell and taste. The childminder works closely with parents to meet children's health needs and regularly reviews health care plans.

### Outcomes for children are good

Children gain the skills that prepare them well for their future learning and eventual move to school. They become independent, for example, by putting their shoes on. Children recognise their name and confidently identify its initial sound. Younger children show interest in how things work. For example, they are intrigued by the different sounds they can make when operating the toy till. Children are confident talkers and the childminder provides many opportunities for them to engage in conversations and express their ideas.

## Setting details

<b>Unique reference number</b>	EY459916
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	1069215
<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>	0 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 March 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Easton in Gordano, North Somerset. The childminding service operates on Tuesday, Wednesday and Thursday throughout the year. The childminder is in receipt of free early education funding for children aged two years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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