

Childminder Report

Inspection date

9 February 2017

Previous inspection date

10 December 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 are confident and very proud of their achievements. The childminder offers high levels of praise and encouragement as children play, boosting their self-esteem and increasing their willingness to try hard.
- Children make good progress in their learning. The childminder provides particularly good support for children's language and communication skills. They are keen to babble and talk, and respond with confidence to questions and discussions.
- The childminder is proactive in increasing her skills to help improve the quality of her provision and the outcomes for children's learning.
- Children are polite and learn to share and take turns. They show care and concern for their friends and develop a strong bond with the childminder.

It is not yet outstanding because:

- Although children have many opportunities to engage in creative activities during planned activities, the childminder does not provide enough opportunities for children to access resources to respond to their immediate interests.
- Parents are not provided with sufficiently detailed information about the next steps in children's learning, to help them be more involved in extending children's learning further at home.

What the setting needs to do to improve further

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

- increase opportunities for children to follow their own interests, particularly in relation to their creative development
- provide parents with more detailed information about the next steps in children's learning, to engage them more in extending children's learning further at home.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records and a sample of other documentation, including policies and procedures.
- The inspector took account of the provider's self-evaluation and feedback from parents.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management is good

The childminder recognises the importance of professional development to enable her to make improvements. For example, following her last inspection she completed training to learn more about effective ways to share information with other settings. Her procedures now ensure a more consistent approach for children's care and learning when children attend more than one setting. Safeguarding is effective. The childminder has a secure understanding of her responsibilities in relation to child protection and knows how to respond to any concerns to help keep children safe. The childminder monitors children's progress effectively and uses this information well to help her provide activities that support children in taking the next steps in their learning.

Quality of teaching, learning and assessment is good

The childminder adapts activities well to ensure all children benefit. For example, she provides simple wooden blocks and more difficult building bricks to ensure all children are challenged and have opportunities to extend their skills. The childminder helps children to feel proud of their achievements, for example, she suggests children put their models on the table to show their families later. As children play, the childminder talks to them and uses questions and discussions to extend their understanding further. She frequently involves them in counting, to support their mathematical development. The childminder quickly responds to the emerging words used by younger children, affirming their attempts to join in with conversations and giving them confidence to try again.

Personal development, behaviour and welfare are good

Children are relaxed and comfortable in the childminder's home. She is always close by to provide comfort and reassurance, helping children to feel safe and secure. Younger children are supported well in developing physical skills at home, for example, as they learn to walk. Outings, such as to parks and indoor play areas, challenge older children to build on these skills and develop a positive attitude to physical activity and exercise. The childminder supervises children well and gives effective consideration to safety when planning and providing activities. She teaches children about keeping safe, such as involving older children in discussions about stranger danger.

Outcomes for children are good

Children make good progress and are prepared well for the next stage in their learning. They are increasingly independent and demonstrate a good understanding of routines and expectations regarding behaviour. For example, as they learn how to share toys, they use good manners to thank each other for being fair and kind. Children show a keen interest in books, building on their literacy skills. For example, from a young age they help to turn the pages of books and use the pictures to help to tell the story.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY282426 |
| Local authority | Somerset |
| Inspection number | 1070571 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 2 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of registered person | |
| Date of previous inspection | 10 December 2014 |
| Telephone number | |

The childminder registered in 2004. She lives in Yeovil, Somerset. She provides care for children on Mondays to Fridays throughout the year. The childminder is able to receive funding for free early education for children aged two, three and four years.

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