

Childminder Report

Inspection date

1 February 2017

Previous inspection date

14 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 works well to improve her practice and provide good quality outcomes for children. For example, following training, she provides wider opportunities that encourage children's creativity. Her good monitoring of activities and children's progress shows these activities have also helped to increase children's hand-eye coordination.
- Children make good progress from their starting points. The childminder uses her clear and evaluative observations of children to make regular, precise assessments, and to plan for future learning.
- Very good settling-in procedures help all children, but particularly babies, to quickly feel at home with the childminder. They enjoy affectionate relationships with her, and their good self-esteem shows they feel emotionally secure.
- The childminder has very good relationships with parents. She keeps them well informed about their children's progress and next steps in learning. Parents provide frequent feedback about learning activities at home, which the childminder uses well in her assessments and planning.

It is not yet outstanding because:

- Children who prefer to learn outdoors have few opportunities to engage in learning experiences across all areas of the curriculum.
- Sometimes, the childminder does not give very young children enough time to think and respond to her questions and new ideas.

What the setting needs to do to improve further

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

- develop outdoor activities to provide a wider range of experiences for children who prefer to learn outside
- allow very young children more time to think and respond to questions and new ideas.

Inspection activities

- The inspector observed the childminder and children engaged in learning activities.
- The inspector talked to the childminder about how she plans activities and monitors children's progress in learning.
- The inspector spoke to children and read feedback from parents.
- The inspector sampled required records, including safeguarding procedures, and talked to the childminder about how she protects children from harm.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

The childminder's good self-evaluation helps her to prioritise improvements that have the most impact on children's learning. For example, she regularly takes children to a singing group where they use sign language. The childminder has developed her knowledge of signing and now uses it alongside speech with the children. This particularly helps babies and very young children with little language to communicate their needs, and prevents them becoming frustrated by being unable to talk. Safeguarding is effective. The childminder shows a good understanding of local safeguarding procedures. She is clear about what to do to help protect children from harm.

Quality of teaching, learning and assessment is good

The childminder plans very well to ensure that activities are interesting and challenging to children. She uses stories very effectively as the starting point for a good range of activities in which children are keen to participate. For example, following a story about a caterpillar, the childminder encouraged children to compare toy caterpillars to the one in the book and identify the differences. Children chose fruits from the story for their snack and compared, for example, how many strawberries they had to those eaten by the caterpillar. They made pictures of caterpillars and counted the number of legs with the childminder. The childminder supports children's developing speech and language very well. For example, when it was time to tidy up she encouraged very young children to name each toy as they put them away. When children add a new word to their vocabulary, she encourages them very effectively to use this in different contexts to reinforce their understanding. For example, when children said that a story was 'fabulous' she encouraged them to talk about other things they think are also fabulous.

Personal development, behaviour and welfare are good

Children are confident and well behaved. They are caring towards each other. For example, children give each other hugs if they get upset or fall over. Children enjoy being active indoors and outdoors, developing good physical skills. They visit local parks with the childminder, where they develop confidence as they use large apparatus. They ride cars and play games in the childminder's garden. The childminder takes children regularly to visit the library, shops and places of interest, helping to develop children's awareness of their community.

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, they regularly attend local groups where they learn to interact and socialise with others. Children confidently make decisions, choosing resources to develop their play, and deciding when they want to play outside.

Setting details

Unique reference number	EY435861
Local authority	Somerset
Inspection number	1069104
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	5
Number of children on roll	1
Name of registered person	
Date of previous inspection	14 February 2014
Telephone number	

The childminder registered in 2014 and lives in Frome, Somerset. She operates Tuesday to Friday from 8.30am to 5.30pm, all year.

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