

# Childminder Report

<b>Inspection date</b>	9 February 2017
Previous inspection date	14 January 2013

<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 well-organised play environment, which includes a wide range of resources within children's reach, encourages children to make choices about their learning. For example, children confidently add toys to their play, such as vehicles to make tracks.
- The childminder consistently encourages children to learn about keeping safe and assessing risk for themselves. For example, she provides clear explanations when children engage in activities to develop their hand-eye coordination, so they understand why the cereal they play with is not for eating.
- The childminder uses her detailed observations effectively to assess and track children's progress, and identifies their next steps in learning successfully. Children make good progress from their starting points.
- The childminder uses her qualification and training well to improve the quality of teaching. For example, she provides good support to help children to understand behaviour expectations and redirects children's play effectively to avoid conflict.

### 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 ongoing learning at home, to support her more effectively to assess children's progress and plan future activities.
- The childminder sometimes misses opportunities to involve children in rhyming stories to support their language and early reading skills further.

## 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 starting points and their achievements at home, to further support the planning and assessment of children's learning
- use all opportunities to involve children in rhyming activities to support their language and early reading skills further.

### Inspection activities

- The inspector observed the childminder's interactions with children.
- The inspector spoke to the childminder about her understanding of the early years foundation stage requirements.
- The inspector considered the written views of parents.
- The inspector sampled documentation, including the childminder's self-evaluation and children's assessment records.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to recognise when children are at risk and understands her responsibility to report concerns about a child. She completes regular risk assessments and uses these effectively to provide a safe and secure environment. She has clear e-safety procedures to help her keep children safe. The childminder shares information well with parents and other early years settings children attend, to maintain a consistent approach to meeting their learning needs. She reflects well on her practice and uses her evaluations effectively, identifying actions for future improvements, such as enhancing the outdoor environment even further. She has made good improvements since the last inspection, for example, children learn to recognise numbers, shapes and words when outdoors.

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

Children are excited to learn and have good opportunities to explore and investigate. They develop good control of their movements as they use a range of tools, such as tweezers, to transfer breakfast cereal to different dishes. Children use mathematical language well in their play, for example, to describe how they are filling the bowls to the top and to compare size. The childminder uses inventive ways to help children's communication and language skills. For example, children thoroughly enjoy talking to each other through a large cardboard tube and are excited to hear the difference in the sound of their voices.

### Personal development, behaviour and welfare are good

Children feel safe and confident to explore. They form strong attachments with the childminder, who knows them well and meets their individual needs efficiently. Children are helpful and kind to each other. For example, they willingly offer their help to sweep the cereal from the floor when they have finished playing. The childminder is a good role model for children. She helps children from an early age to learn hygienic practices, such as washing their hands before snack. Children show pride in their achievements, for example, they are keen to show how they can roll their sleeves up themselves.

### Outcomes for children are good

Children gain good skills for their future learning. They are confident communicators and constantly ask questions and improve their understanding. Children predict and test their ideas as they explore mathematical ideas, for example, how many spoonfuls of cereal it will take to cover their toy car. They keenly listen to stories and share their ideas. Children gain good independence. They confidently dress themselves for their role play. Children behave well and take turns, for example, to jump off the stool as they pretend to move like superheroes.

## Setting details

<b>Unique reference number</b>	EY374307
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	1062172
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 January 2013
<b>Telephone number</b>	

The childminder registered in 2008 and lives in Nailsea, North Somerset. The childminding service operates Monday to Thursday throughout the year. The childminder is in receipt of funding to provide free early education for children aged three and four years. She holds an early years qualification at level 3.

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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