

Childminder Report

Inspection date

8 February 2017

Previous inspection date

19 March 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 happy. They use a range of skills that helps them as they move on to school. Children enjoy a wide range of activities. The childminder interacts well with children and this helps them make good progress from their starting points.
- Children's behaviour is positive. They use well-developed social skills and share space and resources with ease. Children build lovely relationships with their friends and firm emotional attachments with the childminder.
- The childminder makes changes that are well considered and have a positive impact on children's experiences. For example, she has made a catalogue that reflects the toys and activities available so that children can look at pictures and words to choose what they want. This helps children's growing levels of independence and promotes their early reading skills.
- The childminder builds strong and meaningful relationships with parents and other professionals. This promotes a shared understanding of children's care and learning needs. This is particularly effective for children who have special educational needs.

It is not yet outstanding because:

- The childminder misses some opportunities that arise to develop children's understanding of letter shapes.
- Children enjoy regular physical play but learning opportunities are not always as well considered as possible for those who prefer to spend time outdoors.

What the setting needs to do to improve further

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

- make the most of opportunities that arise to develop children's understanding and use of letter sounds to extend their literacy skills
- develop more opportunities for those children who prefer to learn and be outdoors.

Inspection activities

- The inspector spoke with children and took the written accounts of parents into consideration.
- The inspector observed the childminder's interactions with children across the setting.
- The inspector looked at documentation, including children's learning journals.
- The inspector conducted a joint observation and a leadership and management discussion with the childminder.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder uses her vast experience and qualifications to ensure children are safe and happy. The childminder has up-to-date knowledge of safeguarding procedures and child protection issues. She has identified training which has a positive impact on outcomes for children. For example, behaviour management training has helped her understand how best to build children's self-esteem. The childminder makes careful observations of children's play. She plans exciting activities in response to their interests and needs. This helps children make good progress. The childminder is skilled at identifying any gaps in children's development and adapts her provision to help them catch up.

Quality of teaching, learning and assessment is good

The childminder provides well-planned opportunities and experiences for children. For example, as children play with pink sparkly dough they enjoy its colour and texture. The childminder uses the opportunity to promote children's mathematical development and encourages them to count, sequence and describe the things they make. Children engage in lots of conversations with the childminder. For example, children talk at length about their holidays, their pets and their families, and are good at describing the world around them and the people in it. The childminder uses books to enhance children's learning and to develop their vocabulary. For example, children make pancakes and the childminder uses a story to help them think about the toppings that would taste best.

Personal development, behaviour and welfare are good

Children use well-developed social skills. They respect each other's feelings and learn to take turns. Children spend lots of time outdoors and have plenty of opportunities to climb, balance and run. They play well independently and are able to access and return the things they need. For example, children choose to dress up and pretend to be builders and nurses. They use their imaginations and build up elaborate characters and stories together.

Outcomes for children are good

Children are settled and content while they play. They enjoy helping to prepare their own food and learn about the importance of a healthy diet. Children have lots of opportunities to explore. For example, they really enjoy mixing paint colours together, and happily make prints and shapes with their hands. Children develop a love of learning and positive skills that help them to prepare for moving on to school.

Setting details

Unique reference number	118468
Local authority	North Somerset
Inspection number	1068422
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	19 March 2014
Telephone number	

The childminder registered in 1996. She lives in Worle near Weston-super-Mare, North Somerset. The childminder is in receipt of funding for the provision of free early education for children aged two, three and four years. The childminder has achieved an early years qualification at level 3.

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