

Childminder Report

Inspection date

9 February 2017

Previous inspection date

20 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder makes good evaluations of her provision. She listens to her assistants, parents and children to make constructive changes that benefit the children. For example, she purchased new toys to develop children's imaginative play.
- The childminder has strong partnerships with parents. The new system for monitoring children's development has enhanced the sharing of information with parents and supported their understanding of children's development. Children make good progress from the start.
- The childminder provides highly stimulating environments with readily accessible toys and equipment. Children make decisions about their play and learning.
- The childminder and her assistants are good role models for children. They help children to understand how to take turns with favourite toys and respect each other.
- The childminder monitors and supports her assistants' professional development well. For example, a recent course helped them better support young children's language skills.

It is not yet outstanding because:

- The childminder misses some opportunities to use mathematical language even more to extend children's understanding further.
- The childminder does not make the best use of opportunities that arise to encourage children to explore different technologies to extend their skills and understanding.

What the setting needs to do to improve further

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

- make full use of opportunities for children to hear and use the names of numbers, shapes and sizes during their play and activities, as part of their mathematical development
- build further on children's interest in modern technology to extend their all-round learning and development.

Inspection activities

- The inspector observed the quality of the childminder's teaching in the home.
- The inspector took into account the views of parents through parent testimonials and responses to questionnaires.
- The inspector carried out a joint evaluation of children's learning with the childminder.
- The inspector spoke with the childminder, an assistant and the children at appropriate times during the inspection.
- The inspector reviewed a sample of paperwork, including policies and procedures, self-evaluation, risk assessments and children's records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is good

The childminder and her assistants reflect well on the experiences they provide for children and make positive changes. For example, they reviewed the garden area to improve children's play and learning experiences. They created a space for physical activities, including slides, see-saws and climbing equipment. They developed a space for creating and building, where children build dens, dig and use the mud kitchen. The childminder understands her responsibility to make sure that her assistants know how to keep all children safe. She has updated her policies and shares these with her assistants so they know how to act on concerns about a child's welfare. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder and her assistants encourage children's interest in books. For example, they sit with the children, asking questions about what they can see on the pages and what children think might happen next. Children use their imagination well. For example, they cook pretend cakes in the toy microwave and make cups of tea for the childminder. The childminder supports children's curiosity effectively. For example, she provides a basket of musical instruments for children to experiment with making different sounds. Children show tremendous concentration as they play with the dough. They explore the different textures they can create with the moulds, identify the different colours and make dough people with plastic feet, arms and hats.

Personal development, behaviour and welfare are outstanding

The childminder helps children learn about being healthy and make links in their learning. For example, on the day of the inspection, children made sugar-free flapjacks and compared them with reindeer cakes they made at Christmas. The childminder boosts children's confidence in their physical abilities extremely well, such as helping them to jump up at the end of action rhymes by holding their hands. The childminder provides children with a wide range of experiences to help them understand others. For instance, children pull funny faces in the mirror and look at facial features. The childminder prepares children well for moving on. For example, children visit the playgroup to join in with different celebrations.

Outcomes for children are good

Children are highly confident and engaged learners. They show care and concern for others and the play materials. For example, older children pass dough tools to younger children and share extremely well. Children develop early literacy skills. They choose favourite books and point out the different characters. Children are learning to be independent; younger ones use furniture to pull themselves upright and stand unaided, looking to the childminder for praise.

Setting details

Unique reference number	506682
Local authority	Gloucestershire
Inspection number	1068587
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	12
Name of registered person	
Date of previous inspection	20 February 2014
Telephone number	

The childminder registered in 1995. She lives in the village of North Woodchester, near Stroud, Gloucestershire. The childminder works from 8am to 6pm from Monday to Thursday, all year round. The childminder has completed an appropriate childcare qualification at level 3. The childminder always works with an assistant.

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