

# Childminder Report

## Inspection date

Previous inspection date

13 February 2017

8 August 2014

<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

- Partnerships with parents are effective. The childminder shares information about children's care and learning needs daily with parents, enabling them to work with her consistently. The childminder meets children's individual needs well.
- The childminder provides a good range of resources to support all children's learning. She focuses well on children's emotional and social skills, and their language and literacy development, preparing them well for future learning and school.
- The childminder provides a safe and welcoming environment for the children. She provides good emotional support for children, giving them the security and stability they need to help them manage changes in their lives.
- Children make good progress from their starting points. The childminder uses her knowledge of children's individual interests and learning needs when planning activities and providing resources.

### It is not yet outstanding because:

- Older children do not always have opportunities to take responsibility for their personal needs, for example, at mealtimes and when using the bathroom.
- The childminder does not always make the most of opportunities for children to choose whether and when to play indoors or in the garden.

## What the setting needs to do to improve further

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

- provide further opportunities for older children to take responsibility for looking after their personal needs
- increase opportunities for children to play outdoors more and make choices about when and where they play.

### Inspection activities

- The inspector observed teaching and care practices.
- The inspector held a discussion with the childminder.
- The inspector checked a range of policies and documentation.
- The inspector carried out a joint observation with the childminder.
- The inspector read feedback from parents to gain their views.

### Inspector

Patricia Pillay

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of signs to be aware of and procedures to follow if she has concerns about a child. The childminder keeps accurate accident records and monitors any accident trends to help her ensure children's safety. The childminder monitors individual children's needs well, such as speech and language, with parents and other professionals to ensure that she closes gaps in learning promptly. The childminder uses information from parents and her own observations to effectively establish children's starting points when they join her. She uses children's profile books, observations and assessments well to ensure that she continually provides challenging experiences. The childminder uses self-evaluation effectively to review her practice and identify her training needs. She has attended training to develop outdoor resources, for example, and children now learn about growing vegetables.

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

The childminder uses her knowledge of individual children well to plan interesting and varied learning opportunities across the curriculum. She takes children on a wide variety of outings that bring them into daily contact with the local community. For example, they visit the local shops to help choose and buy ingredients for tea. The childminder supports children's early reading skills well. For example, she uses books and discussion to support older children's interest in learning about how to tell the time. She adapts this well with the younger children to focus on times of the day, such as bedtime and mealtimes. Toddlers enjoy snuggling up for a familiar story and pointing to identify objects in the book, helping to develop their listening and understanding well.

### Personal development, behaviour and welfare are good

The childminder provides a home-from-home environment that children settle into quickly and with ease. Children behave well. They are kind and respectful to each other and play happily together. Older children willingly help the younger ones and encourage them to join in with games. Children develop good social skills appropriate for their age and stage of development. The childminder speaks respectfully to the children and gently guides them to care for their environment. For example, they learn that they should remove their shoes before they work together to build a den on the sofa.

### Outcomes for children are good

Children enjoy their time with their childminder. They engage actively with learning and receive good support to follow their special interests, such as books and learning about time. They make choices about what to play with when indoors and enjoy sharing activities with others. Children make good progress in their learning and develop the skills they need to move on to school.

## Setting details

<b>Unique reference number</b>	100972
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1070006
<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>	1 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 August 2014
<b>Telephone number</b>	

The childminder registered in 1999 and lives in Churchdown, Gloucestershire. She operates her service from 7.30am to 5pm on Monday to Thursday, and from 7.30am to 9am on Friday.

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