

# Childminder Report

<b>Inspection date</b>	20 February 2017
Previous inspection date	21 January 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

- Children make consistently good progress. They enjoy a variety of learning and play opportunities and develop a range of skills that will help them as they move on to school.
- Children are positive and kind towards the childminder and build lovely friendships. Children communicate well and happily share space and resources. For example, they play well together with toy cars and work together to tidy away afterwards.
- The childminder considers and continuously improves her setting effectively. She implements changes that benefit children and supports their learning and development effectively.
- The childminder has built good relationships with staff at the local pre-school and with parents. This helps to ensure a consistent approach to children's care and learning.
- Children learn to value and respect each other. The childminder encourages children to develop an understanding of different people and communities from around the world.

### It is not yet outstanding because:

- The childminder does not consistently plan a broad range of opportunities for those children who prefer to learn outdoors, to fully promote their all-round development.
- Opportunities for children to experiment how they can move their bodies in various ways and use different muscle groups are sometimes limited.

## What the setting needs to do to improve further

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

- extend the range of learning opportunities for children who prefer to learn outside
- offer children a wider range of experiences to develop their physical confidence and large muscle skills.

### Inspection activities

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

### Inspector

Angela Cogan

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder implements effective safeguarding procedures and understands how to protect children's welfare. Safeguarding is effective. The childminder continually develops her knowledge and skills to improve children's learning experiences. For example, she has recently learnt about how to develop children's early reading and writing skills while they play. The childminder evaluates children's experiences and makes focused improvements. For example, since she provided new resources, children engage in elaborate pretend games and enjoy using a wide variety of role-play and dressing-up equipment. This has improved children's understanding of story characters and storylines in readiness for school.

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

The childminder is skilled at supporting and extending children's creative development. For example, children explore enthusiastically with play foam and the childminder encourages them to represent their ideas as they make pretend balloons and crabs. The childminder encourages children to improve their early reading skills. For example, at snack time children match fruits to the words and pictures on a nearby poster. Children learn about the world around them. For example, they think about the weather in the winter and pretend to make snow. The childminder provides activities that motivate children to learn. Children develop their understanding of number as they excitedly blow, count, and pop bubbles.

### Personal development, behaviour and welfare are good

The childminder encourages children to develop positive social skills. For example, children sit nicely at the table and engage in positive conversations about their morning and experiences. Children learn about staying healthy. The childminder encourages children to eat a range of nutritious foods and talk about their benefits. Children learn to play well together, respect each other's feelings and take turns. Children happily seek reassurance from the childminder if things go wrong, and they are well supported if they feel vulnerable or shy.

### Outcomes for children are good

Children are content and settled while they play. They develop good communication skills. For example, they listen carefully and identify the bark of a dog and the squeak of a guinea pig. Children are confident to explore and have high levels of independence and perseverance.

## Setting details

<b>Unique reference number</b>	EY368034
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	1068863
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 January 2014
<b>Telephone number</b>	

The childminder registered in 2008. She lives in Bath. The childminder operates on weekdays all year round except for bank holidays. She holds a level 3 childcare qualification.

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