

Childminder Report

Inspection date

27 February 2017

Previous inspection date

20 August 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

- The childminder reviews her provision effectively to improve her practice and seeks the views of parents and children. For example, she involves parents and children in deciding which new resources to buy.
- The childminder interacts well with children and extends their learning skilfully. For example, she challenges children effectively, encourages them to solve problems and supports their independent thinking.
- The childminder encourages children's imaginative play. For instance, children re-create care routines with dolls, such as feeding, changing nappies and settling them to sleep.
- The childminder relates to children in a warm and affectionate way. Children settle in quickly and are at ease in the setting. They make good progress and are motivated to learn.
- The childminder takes every precaution to ensure children play in safe environments. She regularly updates her risk assessment, for example, during recent building work to her home.

It is not yet outstanding because:

- The childminder does not consistently use her observations and assessments as well as possible, to inform her planning for children's next steps in learning.
- The childminder misses some opportunities to develop children's understanding of mathematical language.

What the setting needs to do to improve further

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

- monitor children's progress consistently to help plan activities more precisely and challenge learning even further
- extend opportunities for children to hear and use mathematical language during their play, to develop their mathematical understanding.

Inspection activities

- The inspector observed the quality of teaching indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection, and carried out a joint evaluation of the teaching and learning.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

The childminder has established good relationships with parents. She informs parents of their children's progress and supports their learning at home effectively. The childminder is committed to improving her practice. For example, she regularly attends courses and updates her professional knowledge. Recent training has developed her knowledge about how to support children who have special educational needs and/or disabilities. Safeguarding is effective. The childminder has a secure knowledge of how to keep children safe. She has a clear understanding of the process to follow should she need to report any concerns about a child's well-being.

Quality of teaching, learning and assessment is good

The childminder responds skilfully to children's interests as they play and plans a wide range of interesting activities. For example, she encourages children's curiosity to explore the natural world and takes them on nature walks. The childminder supports children's communication and language development well. For instance, she listens to children, talks to them enthusiastically as they play and introduces new vocabulary. Children learn new words quickly, expand their use of sentences and express themselves clearly. The childminder helps children develop their early literacy skills. For example, she provides opportunities for children to practise their writing and shares books with them.

Personal development, behaviour and welfare are good

The childminder is a good role model for children. She teaches children good manners. She manages children's behaviour well and teaches them to share, take turns and play cooperatively. The childminder supports children's growing independence well. For example, children develop their sense of responsibility and enjoying helping with tasks such as sweeping the floor. Children learn to manage their personal care needs and hygiene. Children learn about the wider world and develop good social skills. For example, the childminder takes children out to meet new people and raises children's awareness of the community they live in. The childminder helps children to learn about making healthy choices. For instance, she provides healthy meals and snacks, and plans daily opportunities for children to be physically active.

Outcomes for children are good

Children are engaged in their learning and make choices confidently about what they want to play. They develop a good range of skills in preparation for their future learning. Children behave well, demonstrate caring attitudes and develop good social skills. They enjoy each other's company and treat each other with respect and consideration. Children are confident and secure in their own abilities. For example, children say, 'I can do it by myself,' and persevere as they negotiate obstacles while pushing a buggy.

Setting details

Unique reference number	100818
Local authority	Gloucestershire
Inspection number	1070004
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	18
Name of registered person	
Date of previous inspection	20 August 2014
Telephone number	

The childminder registered in 1996. She operates from her home in Gloucester. She works Monday to Thursday from 7.30am to 5.30pm all year. She holds a relevant early years qualification at level 3.

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