

Childminder Report

Inspection date

28 February 2017

Previous inspection date

22 September 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 behave well. The childminder sets clear boundaries and praises positive behaviour. She helps build children's emotional well-being.
- The childminder supports children and families well during settling-in periods. She ensures all children are prepared for their next stage of learning.
- The childminder is committed to her professional development. For example, she attends regular training and complete useful self-evaluation which helps her to continuously improve her teaching and care.
- Partnerships with parents are good. Through regular communication, the childminder shares information effectively and involves parents well in their children's learning.
- The childminder develops children's mathematical skills well. For example, children learn about number, shape and size.
- The childminder forms good relationships with other relevant professionals to support children's learning, including children who have special educational needs.

It is not yet outstanding because:

- On occasion, the childminder does not recognise when to intervene in activities to offer ideas or information to extend children's knowledge and vocabulary even further.
- The childminder does not organise resources or opportunities as well as possible to encourage children to practise their early writing skills.

What the setting needs to do to improve further

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

- make better use of opportunities that arise to build on children's interest in activities to extend their knowledge and language skills more fully
- review and improve the support and encouragement for children to practise their early writing skills.

Inspection activities

- The inspector observed children with the childminder at play indoors.
- The inspector toured the premises and looked at available resources.
- The inspector spoke to the childminder, parents and children at appropriate times during the inspection.
- The inspector considered the views of parents from various feedback forms.
- The inspector sampled a range of documentation, including policies and procedures.

Inspector

Tracey Cook

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder regularly undertakes safeguarding training. She has a good understanding of what signs to look for and can confidently explain what actions to take if she is worried about a child. The childminder seeks advice from other professionals and shares information with other providers to support children's continuity of care. The childminder attends training to support the children in her care. For example, she has recently attended training to help support a child who has special educational needs. She confidently uses this training to put strategies in place to improve the outcomes for children.

Quality of teaching, learning and assessment is good

Overall, the childminder has a good understanding of how children develop and uses her knowledge to support their learning. Children are interested and motivated to learn in the welcoming environment. The childminder is enthusiastic and uses her good knowledge of the children to plan activities that they are interested in. She assesses children's starting points and progress accurately, using information gained from parents and her observations. The childminder identifies any gaps in children's development quickly and adapts her teaching to meet their needs. Children have fun as they play; for example, they enjoy moulding dough of different colours into shapes to create 'pancakes'.

Personal development, behaviour and welfare are good

Secure and caring attachments are evident between the children and the childminder. The childminder actively encourages children's awareness of safety and teaches them about managing risks. For instance, children learn how to use knives safely when cutting up fruit for snack. This supports children's physical well-being. The childminder has good routines to support healthy lifestyles. For example, she talks to children about which foods are good for them as they add a variety of summer fruits to pancakes. Children learn about what each fruit is called, its colour and how it tastes. Children gain a good understanding of similarities and differences in society and the lives of others. For example, they visit a local toddler group where they learn about Chinese New Year.

Outcomes for children are good

Young children confidently initiate their own play. They explore and make choices, developing key skills for their future learning. Children gain good self-help skills as they learn to do things for themselves. For example, they help tidy away the toys. Children show curiosity and are willing to 'have a go' and engage in new experiences. Children build good self-esteem and are happy as they play together.

Setting details

Unique reference number	136359
Local authority	South Gloucestershire
Inspection number	1070284
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	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	22 September 2014
Telephone number	

The childminder registered in 1996. She lives in the Bradley Stoke area of South Gloucestershire. The childminder has an early years qualification at level 3. She receives funding for the provision of free early education for children aged three and four years.

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