

Childminder Report

Inspection date

6 March 2017

Previous inspection date

25 February 2013

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's good self-evaluations help her to make improvements that have a positive impact on outcomes for children. For example, she has provided parents with more photographs of their children engaging in activities, which has encouraged them to give her good information about learning from home, to inform her assessments.
- Children make good progress from their starting points. The childminder uses her assessments well to make sure children achieve, and to identify any gaps in their learning promptly, which she addresses effectively through her secure planning.
- Children are happy and have good self-esteem. They develop strong relationships with the childminder. They show through their affectionate behaviour towards her that they feel very emotionally secure.
- The childminder organises space very well so that children can easily help themselves from the good variety of resources that support learning across all areas. Children help the childminder to plan activities, and they look forward to taking part in these.

It is not yet outstanding because:

- The childminder does not make the best use of opportunities to encourage children to make marks and practise their writing skills.
- The childminder gains some information about children's activities at other early years settings they attend. However, she is not always aware of their current learning objectives in these settings, to ensure planning for future progress is consistent.

What the setting needs to do to improve further

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

- encourage children to make marks and practise their early writing skills
- further develop systems of sharing information with other early years settings attended by children, to improve consistency when planning for their future learning.

Inspection activities

- The inspector observed the childminder and children engaged in learning activities.
- The inspector read feedback from parents, and talked to children.
- The inspector talked to the childminder about how she monitors children's progress and plans for future learning.
- The inspector reviewed required documents, including safeguarding procedures, and discussed with the childminder how she protects children from harm.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

The childminder focuses well on improving her skills to further benefit children's learning. She monitors the success of improvements well and the effect they have on learning for individual and groups of children. For example, the childminder developed her knowledge of how to further extend children's physical development through more challenging climbing and balancing activities. By teaching children to identify possible risks and how to avoid these, they have become more adventurous and confident in trying out new activities. Safeguarding is effective. The childminder has a good understanding of local procedures for safeguarding children. She knows what to do to help protect children from harm.

Quality of teaching, learning and assessment is good

The childminder uses her good knowledge of child development to plan interesting and challenging activities that support their progress well. For example, she used children's interest in shapes to encourage them to identify and name these in different contexts. For instance, children identified that each side of a cube is a square, roofs on houses in a book were triangles, and the plates they used were circles. The childminder communicates very well with children. She uses her good skills effectively to encourage their speech and language. For example, she thinks about how she frames questions, so children cannot rely on one-word responses. For instance, instead of asking children to name the animals in a book, she asks them to describe them so she can identify what they are looking at. The childminder helps children learn well about how technology can help them find out more about areas of interest. For example, to extend their knowledge about where animals come from.

Personal development, behaviour and welfare are good

Children show good health and safety awareness. For example, children carefully wash their hands before eating. They talk about the importance of rinsing the soap off properly so they do not get sore hands. In role play, they pretended to wash their hands before touching play foods, showing that they understand good hygiene practices. Children talk about being careful around hot food and drink, and again, show their good awareness while role playing, using cloths to get 'hot' pans out of the play oven.

Outcomes for children are good

Children develop good skills that prepare them well for the next stage in their learning, including going to school. Children are independent and confident in their abilities, trying things for themselves before asking for help. For example, they concentrated well and consistently refused any help, as they worked out which way round to place irregular shaped blocks, so these would balance steadily as they built houses.

Setting details

Unique reference number	EY425378
Local authority	Somerset
Inspection number	1062457
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 9
Total number of places	5
Number of children on roll	1
Name of registered person	
Date of previous inspection	25 February 2013
Telephone number	

The childminder registered in 2011 and lives in Wells, Somerset. She works Monday to Friday during term times, mainly offering out-of-school care, but offers flexible care for younger children.

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