

Childminder Report

Inspection date

25 April 2017

Previous inspection date

2 June 2015

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 make good progress. Overall, the childminder has effective systems in place to track individuals and groups of children to identify and address any gaps in learning. She provides parents with good ideas to support their children's learning at home and uses their feedback to further inform her ongoing assessments.
- Children are happy and have good self-esteem. They show through their behaviour that they feel emotionally secure. For example, very young children confidently explore their surroundings and choose resources for themselves. Older children are keen to try new things and confidently question the childminder to develop their knowledge further.
- The childminder is committed to improving her practice. She is well motivated, developing her skills through training, and effectively monitors the impact on children's learning. The childminder encourages children to learn from each other, which has helped to improve their confidence when communicating in groups and their ability to pay attention to each other.

It is not yet outstanding because:

- The childminder does not gain enough information from parents to help her consistently reflect what children know and understand in all areas of learning when they first attend.
- The childminder misses some opportunities to encourage children to reflect back on what they already know to reach the correct answers to questions.

What the setting needs to do to improve further

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

- develop systems further to gain more information from parents about what their children already know and can do when they first attend
- encourage children to reflect further on their existing knowledge to help them solve problems and respond to questions.

Inspection activities

- The inspector observed the childminder and children engaged in learning activities indoors and outdoors.
- The inspector talked to parents and children.
- The inspector talked to the childminder about the effectiveness of her self-evaluation and how she monitors children's progress.
- The inspector sampled required documentation, including safeguarding and child protection procedures, and talked to the childminder about how she implements these.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

The childminder's good self-evaluation gives her a thorough understanding of what she does well and where there are opportunities to improve further. Her effective action plans show how she prioritises these to benefit children's learning. For example, she has focused very well on extending activities and resources to better support older children who prefer to learn outdoors in all areas of learning. She includes children's views well. For example, in response to their interests she has developed spaces to conduct experiments with water and observe the direction and strength of the wind. Safeguarding is effective. The childminder has a good understanding of local child protection procedures and what to do to help keep children safe from harm.

Quality of teaching, learning and assessment is good

The childminder uses her good observations of children to plan challenging activities that appeal to their individual interests. She communicates very well with children of all ages to extend their learning. For example, she encourages babies to chatter and copy sounds, and to clap and join in action rhymes with older children. The childminder uses her skills effectively to develop children's understanding of mathematics. Children are very confident as they count and recognise numbers in different contexts. For example, they use the clock to identify how long it is until lunchtime. The childminder uses children's understanding of the numbers on the clock to help them remember which comes next as they sequence numbered stones. Children enjoy being creative and the childminder encourages them to explore the good variety of resources to express themselves in their own ways. For example, children use balloons to paint real and imaginary animals.

Personal development, behaviour and welfare are good

Children enjoy being active. Older children understand that exercise helps to keep them healthy. They confidently climb and balance, showing good safety awareness. Younger children have fun as they move like animals, pretending their arms are elephants' trunks and swinging these from side to side. Children enjoy being given responsibility and take pride in a job well done. For example, at snack time they make sure that everyone has equal portions of fruit and that this is presented attractively.

Outcomes for children are good

All children acquire good skills that prepare them well for their next stage in learning, including going to pre-school and school. They are very independent. For example, very young children watch older children change shoes and try to copy them. Children consistently achieve at higher than expected levels in some areas of their learning. For example, assessments of their progress at age two years show their communication and language skills as particularly strong, and this level of achievement remains consistent.

Setting details

Unique reference number	EY247010
Local authority	Somerset
Inspection number	1091573
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	2 June 2015
Telephone number	

The childminder registered in 2002. She lives in Highbridge, Somerset. She works with a co-childminder. The childminder and her co-childminder hold early years qualifications at level 3. The childminder works weekdays throughout the year from 7.30am to 6pm. She provides funded early education for children aged two, three and four years.

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