

Childminder Report

Inspection date

4 May 2017

Previous inspection date

15 April 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

- The childminder plans challenging activities that engage children of all ages, so they persevere and want to achieve.
- The childminder provides good support to help children develop independence and manage age-appropriate tasks for themselves. For example, young children help to tidy up and older children sweep up spilled rice and make their own sandwiches.
- Good partnerships with parents and other providers help the childminder well to meet children's physical and emotional needs successfully. Children settle quickly, are happy, behave well and have strong relationships.
- The childminder organises resources effectively to enable children to make choices and lead their play. For example, older children find out what will or will not stick to a magnet.
- All children make good progress. The childminder monitors their overall development well. She identifies any gaps in children's development and effective ways to help them catch up.

It is not yet outstanding because:

- The childminder does not consider different ways of supporting children further in gaining a positive awareness of their similarities and people's differences.
- The childminder misses opportunities to help older children develop their early writing skills and understand its purpose.

What the setting needs to do to improve further

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

- help children to develop a greater awareness of their own and people's similarities and differences, to extend their understanding of the world further
- support older children in their early writing skills and understanding its purpose, to develop their literacy development even more.

Inspection activities

- The inspector observed activities and the quality of teaching indoors.
- The inspector spoke with the childminder and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.
- The inspector sampled documentation, including policies and procedures, and children's development records.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder carries out risk assessments and takes effective action to keep children safe. For example, stairgates stop children from going upstairs or in the kitchen unsupervised, and door jammers prevent them from getting their fingers trapped. The childminder has a strong understanding of child protection procedures and knows what to do if a child is at risk of harm. The childminder evaluates her provision well, seeks parents' feedback and extends her professional development to help her continue to improve. For example, through research she has looked at ways to ensure her planning is inclusive and meets the needs of all of the children's ages and abilities. Once children settle, she seeks feedback to see if she can make this experience any better, to support children's well-being even more. Since her last inspection, the childminder ensures that children can extend their creative ideas further.

Quality of teaching, learning and assessment is good

The childminder makes good observations on the children's development and shares regular information with parents. She gets to know the children well, which enables her to plan effectively using their interests to motivate their learning. For example, children of all ages are eager to explore musical instruments. The childminder encourages older children to find out how to make different sounds and demonstrates to younger children how to use the instruments. She introduces lots of vocabulary that matches the youngest children's actions, such as bang, shake and blow. This leads to children making their own instruments. The childminder helps older children well to consider solutions to problems they encounter and to think what resources they need to complete a task. She enables children to return to activities later, so they complete them to their own satisfaction.

Personal development, behaviour and welfare are good

Children develop a good understanding of the childminder's expectations. They know how to keep themselves safe. For example, older children pack toys away before getting more out and they all help. Children learn about fire safety. Older children clean their teeth before school and all have good hygiene practices. The childminder provides good support for children's physical development. For example, she encourages young children with their independent walking and plans many outings to extend children's experiences.

Outcomes for children are good

Children develop good skills that prepare them well for their next stage of learning and school. They explore the resources and are inquisitive. For example, young children concentrate intently on finding out what push button toys can do. Children enjoy books independently and play imaginatively in their role play. Children gain confidence, follow instructions and older children speak clearly.

Setting details

Unique reference number	EY441394
Local authority	Somerset
Inspection number	1095273
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	6
Name of registered person	
Date of previous inspection	15 April 2015
Telephone number	

The childminder registered in 2012 and lives in Yeovil, Somerset. She offers care all day, Monday to Friday, including before and after school. The childminder holds an early years qualification at level 3. She receives funding to provide free early education to children aged three and four years.

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Piccadilly Gate
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