

Childminder Report

Inspection date

15 May 2017

Previous inspection date

20 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 supports children's learning and development successfully. She uses effective teaching skills to help children make good progress from the start.
- The childminder works closely with parents to meet children's needs, interests and care routines consistently, to support their health and well-being.
- Children are happy and settled. They form close and trusting relationships with the childminder. For example, they settle quickly at sleep times and confidently lead their own play.
- The childminder maintains safe and secure play environments for children and helps them to learn about keeping safe in their play.
- The childminder evaluates the quality of her provision to make further improvements and to develop her practice. For example, she provides more activities to encourage children to think and solve problems in their play.

It is not yet outstanding because:

- The childminder misses some opportunities to encourage children's interest in books.
- The childminder does not consistently support some younger children in exploring different textures and materials to encourage their exploration.

What the setting needs to do to improve further

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

- make the best use of opportunities to encourage children's early reading skills
- provide more opportunities to encourage younger children's exploration.

Inspection activities

- The inspector observed activities and the quality of the childminder's interactions with the children. She also discussed the effectiveness of an activity with the childminder.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' views.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder maintains a good understanding of child protection issues and the procedures to follow to protect children. For example, she gains regular information to help her understand even more about the potential risks to children, to help prevent them from harm or extreme views. The childminder uses professional development to help improve her good standards of care and teaching further still. For example, she has introduced new strategies to help children manage their emotions more positively and has shared the success of this with parents for consistency.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of children's developmental needs. She observes and monitors their learning accurately, to help them achieve their next steps for learning successfully. For example, the childminder names the animals, objects and colour of toys children explore as part of building their language development. She extends their learning further, such as by helping younger children to balance the different size containers they use to build towers. She helps them to count these to support aspects of their mathematical development. The childminder works effectively with parents from the start to include them in their children's learning. They exchange regular information about children's development to support their learning at home.

Personal development, behaviour and welfare are good

The childminder provides a good balance of activities and regular outings. For example, children meet friends at different play events and explore the local community. The childminder supports children's health and physical development well. For example, younger children enjoy action songs and laugh together in tickling games. The childminder sets a good example and gives clear messages to help encourage children to develop positive attitudes and good behaviour. She helps them to feel confident about themselves as individuals and to respect others.

Outcomes for children are good

Children develop the skills they need for their future learning and are well prepared to move on to school. They are interested and confident learners who engage well in their play. Children learn to listen, follow simple instructions and to manage tasks for themselves to support their independence. Children learn to overcome challenges well, such as completing puzzles with support.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY349056 |
| Local authority | Somerset |
| Inspection number | 1093003 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 2 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of registered person | |
| Date of previous inspection | 20 April 2015 |
| Telephone number | |

The childminder registered in 2007 and lives in Taunton, Somerset. The childminder offers care from 7.30am to 6pm on Monday to Friday. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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