

# Childminder Report

**Inspection date**

17 May 2017

Previous inspection date

10 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 forms close relationships with children. She gives children plenty of praise and encouragement for their efforts and achievements. They feel safe and secure in her care.
- The childminder plans and provides a wide range of learning experiences and activities based on children's interests. She makes accurate assessments of children's learning, identifying next steps and closing any gaps promptly.
- Self-evaluation is effective. In partnership with her co-childminder, the childminder reflects well on the provision, to help her identify areas for improvement. For example, she has introduced more numbers in the outdoor environment to support children's mathematical understanding.
- The childminder works closely with parents. She ensures good communication and exchanges information with them daily to provide a consistent approach to meeting children's individual needs and ensure positive outcomes.

**It is not yet outstanding because:**

- Occasionally, the childminder does not provide enough opportunities for children to develop their creative ideas and explore art materials in their own way.
- At times, the childminder misses opportunities to support children in identifying and using letter sounds.

## What the setting needs to do to improve further

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

- extend opportunities for children to develop their creative ideas and explore art materials and techniques more freely
- provide more opportunities for older children to develop their growing knowledge of letter sounds.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's records and the childminder's policies.
- The inspector and the childminder observed children during activities and completed a follow-up discussion about children's learning and progress.
- The inspector spoke to the childminder, her co-childminder, and children at appropriate times during the inspection.
- The inspector took account of parents' views from their written comments.

### Inspector

Michelle Tuck

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to keep children safe. She is able to identify the signs or symptoms that may be a cause for concern and knows what to do if she is concerned about a child's welfare. The childminder keeps her knowledge and skills up to date effectively. For example, she has attended various early years workshops to help her support children to develop their physical skills and encourage them to talk about their feelings and emotions. She has successfully addressed recommendations raised at the previous inspection. For example, she provides children with more practical experiences to help them develop their mathematical knowledge, such as using vegetables to compare sizes.

### Quality of teaching, learning and assessment is good

The childminder provides a good variety of enjoyable activities, which help children to make good progress. For example, older children enthusiastically sing favourite songs and move about in time to the music. They grow in confidence, laugh and giggle as they pretend to hop like a rabbit or shake their arms and legs like a scarecrow. The childminder understands that children are active learners and she provides good opportunities for them to explore and investigate. For example, they explore the sounds that musical instruments make and follow the childminder's instructions well as they play them very quietly or very loudly.

### Personal development, behaviour and welfare are good

The childminder is caring and gentle in her approach. She is a good role model for the children, whose behaviour is good. Children learn to respect one another, share resources and play very well together. The childminder supports children's physical health well. For example, she talks about healthy foods and provides children with good opportunities to plant fruits and vegetables in the garden. Children have daily opportunities to benefit from physical activity and fresh air. For example, they climb and balance on equipment at the park or enjoy meeting their friends at children's activity groups with the childminder.

### Outcomes for children are good

All children gain good skills for future learning and their move on to school. Children are happy, settled and confident. Overall, they demonstrate good levels of independence. For example, they help to cut fruit into pieces, which they share at snack time. They listen well to a favourite story, successfully identifying different kinds of fruits and matching them correctly to pictures.

## Setting details

<b>Unique reference number</b>	EY294691
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1092115
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 February 2015
<b>Telephone number</b>	

The childminder registered in 2004 and lives in Frome, Somerset. Childminding takes place from Monday to Friday all year round, except Christmas and bank holidays. The childminder works with another childminder. The childminder holds an early years qualification at level 3.

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