

# Childminder Report

**Inspection date**

18 May 2017

Previous inspection date

27 January 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's self-evaluation is effective to help her identify where she can make improvements to provide good quality outcomes for children. For example, she has extended activities that teach children about weight and measure. Children confidently use scales to identify objects and quantities that weigh the same.
- Children are happy and well behaved with good self-esteem. They have warm and affectionate relationships with the childminder and quickly feel 'at home' in the setting. Children's confident behaviour shows that they feel emotionally safe and secure.
- Children make good progress relative to their starting points. The childminder's observations and assessments are effective in helping her to identify any gaps in their learning, which she addresses well through the planning process.
- The childminder organises space and resources well indoors and outdoors, to provide children with a good variety of learning opportunities. Children confidently make choices to extend and develop their play.

**It is not yet outstanding because:**

- The childminder's systems to encourage parents to consistently share information about children's learning at home are not fully effective.
- Younger children have few opportunities to mix and socialise with wider groups of children.

## What the setting needs to do to improve further

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

- improve systems further so that all parents share information about their children's achievements at home, to further improve planning for future learning
- provide more opportunities for younger children to develop their social skills further and mix with wider groups of children.

### Inspection activities

- The inspector observed the childminder and her assistant engaged in learning activities with children.
- The inspector reviewed the childminder's systems to monitor children's progress and plan for future learning.
- The inspector sampled required documentation, including safeguarding procedures.
- The inspector assessed the effectiveness of the childminder's self-evaluation in prioritising improvements.
- The inspector spoke to the childminder at convenient times during the inspection.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder reflects effectively on her practice. She is well motivated to develop her skills and makes particularly good use of online resources to extend her knowledge. For instance, exploring how to use children's enjoyment of creative activities more effectively to encourage their physical development and prepare them for future writing. For example, young children use bubble wrap and textured rollers to create paint effects, developing their large-muscle skills. Older children use objects, such as feathers, to make patterns, helping them practise the precise movements they need for writing. The childminder provides her assistant with good professional support to make sure he has the knowledge and skills to promote children's learning well. Safeguarding is effective. The childminder has a good understanding of local procedures to safeguard children. She and her assistant have a secure understanding of what to do to help protect children from harm.

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

The childminder uses her good knowledge of individual children to plan activities that interest and challenge them well. She uses her good communication skills effectively to extend children and build on what they already know. For example, children using the farm set pretended to feed carrots to the horses. The childminder encouraged them to look at the play foods and identify other things horses might enjoy eating. The childminder encourages children very well as they solve problems together. For example, when their sandcastles collapse, she talks to them about wet and dry sand, encourages them to feel the difference and decide which is best for building. She extends this further, supporting children well as they decide how much water they need to add to the dry sand, until they successfully build their castles.

### Personal development, behaviour and welfare are good

Children are active. They enjoy action rhymes and are well coordinated as they move their bodies quickly and slowly. They make sure they have enough space to swing their arms and legs. Children's safety awareness is good. For example, in role play, they use a cloth to get pans from the toy oven and they talk about the food being 'too hot' to eat.

### Outcomes for children are good

Children develop good skills that help to prepare them well for the next stage in their learning, including going to school. For example, very young children understand that they can work together to achieve things they cannot manage alone. For instance, some children hold the cars and bicycles steady while others pretend to fix the wheels. Children are independent. For example, having thoroughly enjoyed water play, they remove wet clothes and change into dry ones with minimal help from the childminder.

## Setting details

<b>Unique reference number</b>	142567
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1089628
<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>	1 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	27 January 2015
<b>Telephone number</b>	

The childminder registered in 1992. She lives in Yeovil, Somerset. She works with an assistant. The childminder operates Monday to Friday from 7am to 6pm, all year. The childminder provides free early education for children aged two, three and four years.

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