

Childminder Report

Inspection date

Previous inspection date

31 May 2017

6 May 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 provides good support for children's language and communication skills. For example, she encourages older children to engage in discussions and recall past events. She uses words with actions to help younger children understand their meaning.
- Children make good progress. The childminder seeks good information on children's starting points and tracks their development well to identify any gaps and help them catch up. She plans a wide range of experiences that motivates children well to learn, persevere with new skills and solve problems.
- Children have strong positive relationships. The childminder provides a good calm role model and children behave well. Older children are very patient with the younger ones. They share, have good manners and are kind.
- The childminder attends extensive training to keep up to date with current safeguarding legislation. She knows what to be aware of and what to do should a child be at risk of harm.

It is not yet outstanding because:

- Although the childminder has an emergency evacuation procedure, she does not help children to follow it so they become more confident in knowing what to do.
- The childminder misses some opportunities to help children to count and to recognise shapes and sizes.

What the setting needs to do to improve further

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

- provide more opportunities to support children further in understanding how to help with their own safety in an emergency
- help children to develop their awareness of numbers, sizes and shapes to develop their mathematical skills further.

Inspection activities

- The inspector observed activities indoors and accompanied the childminder and children on a walk to the park.
- 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 written feedback from parents and the childminder's self-evaluation.
- 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 thorough risk assessments and takes action to keep children safe while encouraging their independence. For instance, a stairgate prevents younger children leaving the playroom unsupervised; however, older children open and close it when they need to access the toilet. The childminder provides good support for her assistant, ensuring they have a current paediatric first-aid certificate and understand children's individual needs. She meets with other childminders to discuss good practice and uses research for her professional development. For example, she has strengthened her partnerships with other settings and reviewed her assessments, to focus better on children's individual learning. The childminder uses self-evaluation effectively, seeking parents' feedback to keep improving outcomes for children.

Quality of teaching, learning and assessment is good

The childminder uses her observations well to plan for children's next stages of learning. She provide good support for children's physical development. For example, older children use scissors independently. The childminder demonstrates well to younger children how to hold scissors and gives them time to practise this skill. Young children persevere with peeling stickers to put on their picture or putting the glue lid back on. The childminder plans good experiences for children to learn about their own environment and the natural world. For example, they make birdfeeders, grow produce and go to the harbour and the beach. The childminder supports children well in their literacy. For instance, children play a game of 'I-spy', linking sounds to letters and naming objects.

Personal development, behaviour and welfare are good

Children are confident and settle quickly in the childminder's home. The childminder knows the children well and recognises when they are tired, hungry or indicate they want to finish an activity. Children gain a strong understanding of keeping healthy and being independent. For instance, they blow their nose and help themselves to regular drinks so they do not get thirsty. The childminder organises her resources well so that children can make choices and lead their play. For example, they explore musical instruments, which leads to singing songs and rhymes. The childminder has good partnerships with parents and shares daily information to meet children's care needs and support their well-being.

Outcomes for children are good

Children develop good skills that prepare them well for their next stage of learning and school. Younger children practise their early writing skills and older ones write recognisable letters. Older children show an interest in words they see in the environment. Children become independent in their self-care skills and manage age-appropriate tasks. Children enjoy their activities and have a positive attitude to learning.

Setting details

Unique reference number	220863
Local authority	Somerset
Inspection number	1090077
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	6 May 2015
Telephone number	

The childminder registered in 2001. She lives in Minehead, Somerset. The childminder provides care each weekday for 47 weeks a year, including before and after school. The childminder receives funding to provide free early education for children aged three years.

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