

Childminder Report

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| Inspection date | 12 July 2017 |
| Previous inspection date | 19 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 has strong relationships with the children. Children thoroughly enjoy their time with her. She meets their individual care needs very well. Children seek comfort and receive warm, nurturing interactions from the childminder.
- The childminder works well to ensure she keeps children safe and is fully aware of changes to legislation and requirements to support her.
- The childminder continues to develop her skills by attending training, which helps her to support children well in their learning.
- The childminder skilfully engages with children of all ages and supports their speech and language development well. She use good intonation, repetition and a wide vocabulary with clear pronunciation.
- Children make good progress from their starting points and receive good support to gain the skills they need for the next stages in learning, including their eventual move on to school.

It is not yet outstanding because:

- Children do not consistently have opportunities to explore different cultures and beliefs, to learn more about the world around them and understand the differences in society.
- The childminder does not actively include children and parents in her evaluation so they can share their ideas to help her improve her setting.

What the setting needs to do to improve further

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

- give children more opportunities to explore a wide variety of cultures to support their knowledge of the world around them
- develop more effective ways for parents and children to comment on the provision to help identify further areas for improvement.

Inspection activities

- The inspector observed children in the inside and outside environments.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents.
- The inspector sampled documentation, including children's records, and policies and procedures.

Inspector

Kayleigh Fletcher

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is fully aware of her responsibilities and has strong procedures to keep children safe. She has effective systems to ensure children's safety on outings and in the car. The childminder has a strong knowledge of the signs and symptoms which could indicate a concern about a child's well-being and the action to take to protect children from harm. The childminder has strong relationships with parents and involves them well in their children's learning. For example, she completes children's progress checks with parents. The childminder has good links with other settings that children attend to help provide continuity of learning. She liaises well with other professionals to share ideas to improve her teaching. The childminder attends a variety of training to develop her skills and knowledge to ensure she has a positive impact on children's learning.

Quality of teaching, learning and assessment is good

The childminder challenges and stimulates the children well, and she follows their interests with the activities she provides. For example, the childminder created a display about dinosaurs for the children to explore. She skilfully identifies developments in children's learning and works with them to support any additional needs. She shares children's progress effectively with parents. The childminder successfully encourages children to follow their thoughts and ideas and engage in conversation. For example, they researched some pictures of a lorry a child had seen on a walk and discussed their previous experiences. The childminder successfully engages children of all ages and stages of development and builds long-lasting bonds with them.

Personal development, behaviour and welfare are good

The childminder supports children well to be independent and helps them to socialise with others. For example, children eat snacks and drink together, and engage in conversations. Children are fully aware of the childminder's expectations and behave well. The childminder reminds children of the house rules consistently. She meets young children's care needs very quickly, and children develop very strong, trusting relationships with her. Children are very polite and respectful to each other and the childminder, and the childminder praises children affectionately in return. For example, she claps and uses positive intonation so the youngest children understand she is pleased.

Outcomes for children are good

Children grow in confidence and self-motivation. Children are intrigued about their learning and they receive good support to gain key skills for their eventual move to pre-school or school. For example, they develop control and coordination of their movements when painting and engaging in messy play, in good preparation for early writing and learning to hold a pen.

Setting details

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|------------------------------------|---|
| Unique reference number | 118364 |
| Local authority | North Somerset |
| Inspection number | 1089201 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 8 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Name of registered person | |
| Date of previous inspection | 19 May 2015 |
| Telephone number | |

The childminder registered in 1999 and lives in Clevedon, North Somerset. She offers childcare from Monday to Thursday between 7.30am and 6pm, all year round. The childminder has a relevant childcare qualification.

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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