

Childminder Report

Inspection date

1 August 2017

Previous inspection date

1 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

- Children enjoy the time they spend with the childminder, her assistant and one another. They build good relationships and learn to respect people's differences.
- The childminder provides a broad range of learning experiences, which she plans according to themes and children's interests. Children benefit from a variety of outings in the local community that help to extend their understanding of the world.
- Positive partnerships with parents enable the childminder to meet children's individual needs well. Parents say that they appreciate the regular feedback they receive and agree that their children make good progress in their learning and development.
- The childminder and her assistant continuously reflect on what they provide, and make improvements that benefit the children. For example, they are developing the garden area to provide more opportunities for children to explore, investigate and learn about nature.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to support children's understanding of shape during their play.
- Sometimes, the childminder allows routine activities, such as snack time, to interrupt the flow of children's play and thinking. The childminder asks them to pack toys away, meaning children do not have the opportunity to return to their ideas.

What the setting needs to do to improve further

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

- make better use of opportunities to extend children's understanding of shape
- improve the organisation of some parts of the day so that children can continue to follow their ideas.

Inspection activities

- The inspector observed children's activities, and the childminder interacting with them, inside and outside.
- The inspector talked to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector looked at a sample of documents, which included the childminder's safeguarding policy and children's progress records.
- The inspector took account of parents' views, obtained from letters they had written.

Inspector

Brenda Flewitt

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant understand about child protection issues and know what to do if they have concerns about a child. They attend training to keep their knowledge up to date. The childminder regularly offers guidance to her assistant to help him expand his role. They both continue to extend their knowledge about how children learn and develop. For example, attending a training course has helped the childminder to further understand the benefits of providing everyday objects to encourage children's creative play. The childminder has successfully addressed the recommendations set at the previous inspection, which has improved communication with other early years professionals, for example.

Quality of teaching, learning and assessment is good

The childminder knows children well as individuals. She regularly checks on their development and effectively identifies next steps to support their learning. She knows that children learn through play and real-life experiences. Children enjoy going on outings where they meet other people and learn about their local environment. For example, a trip to the market enables them to help choose ingredients for meals and learn about jobs that people do, including a fishmonger. At the inspection, children focused well on creating pictures of creatures to add to the 'under the sea' theme display. They explored how they could make images, such as crabs and jellyfish, using their painted hands. The childminder interacts positively with the children. For example, she joins in children's play, names objects, and offers explanations to support their understanding.

Personal development, behaviour and welfare are good

Children are happy and settled. The childminder talks to parents about their children's activities at home, which helps her to get to know them and make them feel secure. Children develop a strong sense of belonging and behave well. They learn to take turns and share equipment. The childminder regularly praises children, which helps to boost their self-esteem and confidence. The childminder makes sure that children have the opportunity to be active in the fresh air each day. For example, they go for walks, play in the garden and use large apparatus in play parks to help develop their physical strength and skills. Children follow good routines for caring for their bodies and enjoy a range of nutritious food choices.

Outcomes for children are good

Children learn various important skills that help to prepare them for starting school. For example, children are confident to make their needs known and ask questions. They relate well to other people and express their own ideas. Children develop increasing independence, for instance, they learn to put their coats and shoes on, and use the toilet without help. Children learn to recognise sounds and letters, and try to write their name.

Setting details

Unique reference number	EY414357
Local authority	Somerset
Inspection number	1094464
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	8
Number of children on roll	14
Name of registered person	
Date of previous inspection	1 April 2015
Telephone number	

The childminder registered in 2010. She lives in Castle Cary, Somerset and works with an assistant. She offers childcare each weekday for 48 weeks of the year. The childminder receives funding to provide free early years education for children aged two, three and four years. She holds an early years qualification at level 3.

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