

# Childminder Report

<b>Inspection date</b>	31 July 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
Effectiveness of the leadership and management	Good	Good	2
Quality of teaching, learning and assessment	Good	Good	2
Personal development, behaviour and welfare	Good	Good	2
Outcomes for children	Good	Good	2

## Summary of key findings for parents

### This provision is good

- Children respond very positively to the friendly, reassuring childminder. She talks with children at their level and helps them feel valued, confident and secure in her care.
- The childminder supports children's good physical well-being effectively. For example, children enjoy a variety of outside play activities and develop positive attitudes to keeping fit and healthy.
- The childminder frequently attends training to develop her knowledge further. This has helped her provide more ways for children to explore music and learn about how musical instruments from around the world sound.
- The childminder works effectively with her co-childminder and assistant to provide a wide range of activities that motivate children to learn through their play. Children make good progress and enjoy their learning.

### It is not yet outstanding because:

- The childminder does not gain detailed information from parents about their children's developmental starting points on entry, to support initial planning more effectively.
- At times, the childminder does not consistently organise some daily routines effectively to fully encourage children's socialisation and independence skills.
- Although the childminder supervises children well, she misses some opportunities to involve them more in risk assessing their play to extend their awareness of safety further.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about their children's starting points on entry, to better inform the initial planning of activities
- make more use of opportunities to consistently encourage children's independence and socialisation skills
- provide more opportunities for children to identify risks for themselves and learn how to keep themselves and others safe from harm.

### Inspection activities

- The inspector observed children's interactions indoors and outdoors.
- The inspector viewed documentation, such as operational policies, procedures and required records, including those for suitability.
- The inspector undertook a joint observation with the childminder and discussed children's learning and development.
- The inspector took into account the written views of parents.
- The inspector discussed self-evaluation with the childminder.

### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder works well with her co-childminder and assistant and, together, they keep their knowledge of safeguarding issues up to date. The childminder is clear about her responsibilities and what to do to protect children's welfare. For example, she implements clear policies and procedures to support children's well-being, including managing infection control and keeping to correct ratios. The childminder regularly evaluates her practice and makes ongoing improvements. For example, she identified ways to develop her teaching and now provides a wider range of activities to support children's learning. The childminder forms friendly relationships with parents. She regularly liaises with them and other agencies involved with children's care and learning, to promote consistency in how they support children's needs.

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

The childminder supports children's imagination and mathematical skills very well. For example, older children talk about the big, little and medium-sized teddy bears and enjoy using these to act out a favourite story. Children say that their cheesy biscuits are 'heart' or 'diamond' shaped and they count how many pieces of cucumber they have on their plate. The childminder actively encourages children's understanding of how things work. For instance, children have great fun blowing bubbles in the water using straws. They enjoy switching on the wind-up duck and turtle toys and watch them swimming in the water. The childminder supports children's language and awareness of colour and texture very well. For example, older children enjoy feeling and matching the different textured material squares and describe these as smooth, rough, bumpy and slippery. Younger children like making patterns with the colourful ice paints or chalks.

### Personal development, behaviour and welfare are good

The childminder promotes children's awareness of healthy lifestyles effectively. For example, children often go for walks with the childminder, such as to the local woods or to the beach where they enjoy running on the sand. Children help to tend the carrots, tomatoes and potatoes they plant, and they learn that these need water and light to grow. The childminder encourages children's understanding of their community and people who help them well. For instance, children enjoy meeting the community policeman, who tells them about his special jacket and helmet he wears to help keep him safe. Children behave well. They learn to respect their friends' needs and to be kind and friendly to others.

### Outcomes for children are good

Children gain the necessary skills to prepare them for school. They play cooperatively and develop good language, literacy and creative skills. For instance, children confidently recall the repeated refrains of a favourite story and tell the childminder 'the porridge is too hot', 'too sweet' and 'just right'. Older children carefully draw some eyes, a nose and a mouth to create a face picture. Younger children concentrate well building a model spaceship. They say, 'We will go to the moon and see the stars there.'

## Setting details

<b>Unique reference number</b>	EY489395
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1013303
<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 - 7
<b>Total number of places</b>	4
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Bridgwater, Somerset. She works with another co-childminder and an assistant and is available to care for children Monday to Thursday, all year round. The childminder receives funding to provide free early years education for children aged two, three and four years. She holds a Montessori diploma qualification at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

