

# Childminder Report

<b>Inspection date</b>	15 August 2017
Previous inspection date	29 April 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 provides a warm and welcoming environment. Children build trusting relationships with her and one another. They behave well and learn to respect others.
- The childminder knows children well as individuals. She keeps a close check on children's development, which enables her to identify and address gaps in their learning promptly.
- Children are keen to take part in a broad range of learning experiences. The childminder makes good use of everyday routines and planned activities to effectively support children's next steps in their learning.
- The childminder successfully reflects on her practice and values feedback from parents and children to help her identify areas for development. For example, she plans to rearrange the accommodation to extend children's opportunities to choose to play outside.
- Effective partnerships with parents and other early years professionals enable the childminder to meet children's individual needs well. Parents say that their children enjoy attending, and they comment positively on the communication they receive about their children's time with the childminder.

### It is not yet outstanding because:

- On occasions, particularly when outside, children are not able to spontaneously follow their own interests to explore, investigate and extend their learning.

## What the setting needs to do to improve further

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

- extend opportunities for children to explore and solve problems linked to their immediate interests, in particular for those who learn better outside.

### Inspection activities

- The inspector observed children's activities and the childminder interacting with children, inside and outside.
- The inspector talked to the childminder about children's activities, children's progress and how she keeps children safe.
- The inspector looked at a sample of documents, including the childminder's safeguarding policy and children's progress records.
- The inspector took account of parents' views, obtained from the childminder's questionnaires.

### Inspector

Brenda Flewitt

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder provides a safe environment for children. She has a good understanding of child protection issues and the procedures to follow if she has concerns about a child. The childminder has regular contact with other early years professionals and uses occasions such as these to enrich children's experiences and develop her practice. For example, children meet other people and use an alternative range of play equipment and resources. The childminder continues to develop her professional knowledge in various ways. For example, attending training courses and workshops helps to extend her understanding of various aspects of child development and how children learn.

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

The childminder has a good understanding of the importance of children learning through play and real-life experiences. She notes what they are interested in and plans linked activities that include their learning priorities. For example, following a visit to see tropical fish, older children were keen to draw and cut out their pictures to make puzzles. They played a fishing game, which helped them recognise numbers and developed their hand-to-eye coordination. Younger children enjoyed taking part in a sensory fishing game, where they splashed and patted a mixture of oats and water. Pre-school aged children were keen to find and identify hidden numerals and letters. The childminder supports children's language development well. For instance, she talks with older children about their activities and experiences, and adds new words to help develop their vocabulary. When interacting with babies, she names objects and describes what they are doing.

### Personal development, behaviour and welfare are good

Children are happy and settled in a caring environment. They develop a strong sense of belonging. The childminder finds out important information from parents when children start to attend, to help her get to know them and make them feel secure. For example, she follows parents' wishes about babies' sleep patterns and routines. Children learn to share, take turns and negotiate disagreements. Older children understand about voting when the group is making a decision, for example. The childminder supports children's healthy lifestyles well. For instance, children have opportunities to be active and have fresh air every day. They make choices from healthy food options and follow good routines for caring for their bodies.

### Outcomes for children are good

All children make good progress and develop useful skills for the next stage in their learning and starting school. For example, children develop increasing confidence, relate well to others and make their needs known. Older children learn practical skills, such as using tools and preparing food. They show a keen interest in numbers, sounds and letters. Some pre-school children can write their name. Younger children develop a sense of security to confidently separate from parents and form new bonds.

## Setting details

<b>Unique reference number</b>	EY428502
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1094878
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	29 April 2015
<b>Telephone number</b>	

The childminder registered in 2011. She lives in Yeovil, in Somerset. The childminder offers childcare each weekday for 48 weeks of the year. She receives funding to provide free early years education for children aged two, three and four years. The childminder holds an early years qualification at level 3.

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