

Childminder Report

Inspection date

23 August 2017

Previous inspection date

31 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 reflects on her practice well. She has addressed the actions and recommendations set at her last inspection to develop the service that she provides.
- The childminder's home is welcoming and interesting for children. The environment is well planned to allow children to access toys independently. Children make choices from a wide range of resources, including those that support them to learn about people who are from backgrounds different to their own.
- Children are happy and well settled. They build good relationships with their peers and the adults in the setting.
- Partnerships with parents are strong. The childminder regularly shares information with parents about children's progress and care routines. Parents speak highly of the childminder and say that they are happy with the care that their children receive.
- Children gain a good awareness of healthy lifestyles. They benefit from regular daily exercise and enjoy healthy nutritious meals and snacks.

It is not yet outstanding because:

- Although the childminder plans for children's individual next steps in learning, she does not consistently adapt group activities to the right level for children's different ages and stages of development. For instance, some activities are too complicated for children and they become disengaged.

What the setting needs to do to improve further

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

- review and improve planned group activities to reflect the differing developmental needs of all of the children taking part.

Inspection activities

- The inspector observed the interactions between the childminder, her co- childminders and the children.
- The inspector sampled a range of documentation and children's records.
- The inspector spoke to parents and read written feedback from parents to consider their views.
- The inspector had discussions with the childminder, her co-childminders and the children during the inspection.
- The inspector observed an activity and discussed it with the childminder.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses successful strategies to monitor her assistants' teaching. For example, she carries out regular observations of their practice to review and reflect on the quality of teaching. The arrangements for safeguarding are effective. The childminder and her co-childminders have a good understanding of their responsibility to safeguard children. They fully understand the procedures that they should follow to report concerns that they have about children's welfare. The childminder works closely with parents to get their feedback to reflect on the service provided. For example, parents meet with the childminder and complete regular questionnaires to share their views. The childminder and her co-childminders implement good systems to keep the children safe. For instance, they involve older children in checking areas are safe before they use them.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. Overall, she provides children with activities that interest them, to support them in developing new skills. For example, she helps children to develop the muscles in their hands as they use pegs to hang up the 'washing' during role play. The childminder assesses and monitors children's progress to enable her to plan for their individual next steps in learning. The childminder helps to develop children's communication skills well. She skilfully asks questions to encourage children to think and respond, and supports them to use sentences that are more complex.

Personal development, behaviour and welfare are good

Children behave well and are kind and considerate of their friends. They listen and follow instructions well, and have a good awareness of the setting's boundaries. For example, they fetch their shoes and wait by the door for an adult to take them out to play. Children gain a good awareness of their surroundings and they benefit from regular outings and trips in the community. For instance, they visit the local woodland and go on walks to fetch eggs from the farm. The adults encourage children to be independent and they are confident at making their own decisions. For example, they tell the adults what they would like to play with and when they want to go outdoors.

Outcomes for children are good

Children make good progress from their starting points. Older children develop good early literacy skills. For example, they recognise their names in print and sound out the first letters of their name. Children are motivated to be involved in story time and enjoy taking part in storytelling activities. They gain the skills that will support them with the next stage of their learning and the eventual move on to school.

Setting details

Unique reference number	EY364237
Local authority	North Somerset
Inspection number	1107679
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	18
Number of children on roll	18
Name of registered person	
Date of previous inspection	31 October 2016
Telephone number	

The childminder registered in 2007. She lives in the hamlet of Dolberrow, near Churchill, North Somerset. The childminder works alongside another two childminders and two assistants. They operate their service daily throughout the year. The childminder receives funding for the provision of free early years education for children aged three and four years. She holds qualified teacher status.

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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