

# Childminder Report

**Inspection date**

14 September 2017

Previous inspection date

13 May 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

- Children play happily together and form warm, trusting relationships with the childminder, enjoying her gentle humour. They feel emotionally safe in her care.
- The childminder provides a good balance of activities that children enjoy, which effectively motivates their interest in learning. Children make good progress.
- Children benefit from a wide variety of exciting outings with the childminder. For instance, they visit a local car museum and show interest seeing cars from different ages. When riding the toy bicycles and cars around a designated track, they learn to negotiate their speed and direction well.
- The childminder is a good role model for children. She encourages children to respect the needs of others and be kind to their friends. Children are happy and play cooperatively.
- The childminder continues to update her childcare knowledge well. For example, she has developed her awareness of how children communicate through their play, which has helped her review how to adapt activities to support all children more effectively.

### It is not yet outstanding because:

- Although the childminder talks to parents about children's achievements, she has not considered more ways to share ideas for activities at home to support children's learning further.
- The childminder misses some opportunities to help children further develop their self-identity and understanding of similarities and differences between their lives and others.

## What the setting needs to do to improve further

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

- extend ways to share ideas for activities at home with parents, to support children's next steps of development further
- provide more opportunities for children to develop their self-identity and understanding of how others live.

### Inspection activities

- The inspector observed children's interactions in play indoors and outdoors, and viewed their learning assessments.
- The inspector viewed documentation, such as operational policies, procedures and required records, including first aid and insurance certificates.
- The inspector took into account the spoken and written views of parents.
- The inspector undertook a joint observation with the childminder and discussed children's learning and development.
- The inspector viewed the childminder's self-evaluation form and discussed the improvements she has made to her practice.

### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear awareness of her responsibility to protect children's welfare and whom to contact with any concerns. The childminder reflects on her practice and is committed to making ongoing improvements. For example, she identified further ways for children to learn about healthy eating and they now help her with planting and growing fresh fruits and vegetables. Parents speak highly of the childminder and state that she keeps them well informed of their child's daily activities. She monitors children's progress in liaison with parents and other settings children attend, sharing information on their achievements to promote consistency for children's care and learning needs.

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

The childminder encourages children's communication skills and understanding of the world effectively. For example, younger children start to repeat familiar words, such as the name of the childminder's pet rabbit. Older children respond positively to the childminder's questions about the weather and say 'the trees are blowing so it is windy' and 'the clouds are hiding the blue sky'. The childminder skilfully supports children's imagination and fine motor skills through their play. For instance, children use pastry cutters to cut and shape the play dough. They concentrate well making 'wiggly worms' out of play dough and say 'this is the mummy worm and that is the daddy worm'. They tell the childminder they have made spaghetti Bolognese with the play dough.

### Personal development, behaviour and welfare are good

Children behave very well. All children learn to be kind and helpful to others. For example, older children give their younger friends pieces of play dough to use. Younger children sit and listen well during group song times. The childminder promotes children's emotional and physical well-being effectively and they have good opportunities to develop their strength and coordination. For example, children carefully walk along balancing beams and have fun waving colourful ribbons in the air, making large arm movements. Older children gain confidence and clamber over rope nets or slide down a pole on the climbing equipment.

### Outcomes for children are good

Children gain confidence in the childminder's care and learn well through investigation and curiosity. They gain the skills to help them when moving to school. For example, older children develop their early writing skills and start to form recognisable letters of their names and sound out initial letters of familiar words. Children are motivated to work out simple problems. For instance, they discuss with the childminder which size and shape bricks would be best to use for the windows and doors of the model house they are making.

## Setting details

<b>Unique reference number</b>	EY413283
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1094430
<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>	6
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 May 2015
<b>Telephone number</b>	

The childminder registered in 2010. She lives in South Cadbury, Somerset and, at times, works jointly with another childminder at the same premises. The childminder is available to care for children each weekday, throughout 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.

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

