

Childminder Report

Inspection date	9 October 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 good support for children's learning and development. She enables children to lead their play and engages them well to move their learning on. For example, boys enjoyed pretending to build a fire engine. The childminder asks for a wrench and three bolts, extending their vocabulary and mathematical development well.
- The childminder provides a nurturing environment. She has strong, kind relationships with children which underpin their well-being and help them to feel emotionally secure.
- The good partnerships with parents ensure the childminder knows the children well. She seeks important information on their starting points to enable her to plan straight away for their individual learning needs. All children make good progress.
- The childminder seeks children's and parents' views to help her evaluate her provision effectively. For instance, she reviewed how she shares information with parents and now has a more effective system. This has helped them to work together more consistently in supporting children's care, learning and development.

It is not yet outstanding because:

- Although the childminder manages children's behaviour well and helps them think about others' feelings, she does not consistently help older children to consider ways to resolve conflict for themselves.
- The childminder misses opportunities for children to think about risks and assess how to manage them themselves.

What the setting needs to do to improve further

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

- help older children to manage their own behaviour to prepare them further for school
- extend children's awareness of the possible risks in their play to develop their understanding of how to manage this for themselves.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke to the childminder and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector took account of the childminder's self-evaluation, and her parents' and children's survey.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities to keep children safe from harm and implements good procedures. She knows what to do if she has concerns about children's welfare or thinks they are at risk of harm. The childminder continues to develop her own knowledge and practice to provide good outcomes for children. For example, since her registration, she has improved her planning to include children's individual learning styles and interests. She has found this motivates their engagement in activities and they concentrate more fully. The childminder evaluates her planned activities successfully and identifies accurately how she can improve them next time. The childminder monitors children's overall development well to help her quickly see where children may need additional support. She works closely with parents and seeks additional support to help children catch up.

Quality of teaching, learning and assessment is good

Through good observations, the childminder knows how to plan challenging activities for children's next stages of learning. The childminder provides strong support for children's communication and language development. She helps them to extend their speaking and thinking skills. For example, she encourages children to talk through what they need to do to solve problems they come across and consider what equipment would help to resolve them. The childminder role models the use of language effectively and explains the meaning of words, such as 'recycled'. Children use it appropriately later on in their play. The childminder helps children to make links in their learning. For instance, when children play during role play, they recall their game with the small-world toys, taking on the roles for themselves. The childminder plans creative ways to motivate children in their mathematical development. For example, children look for numbers in the garden as they pretend to respond to emergency calls to put out fires.

Personal development, behaviour and welfare are good

The childminder encourages children to be independent and praises their achievements. For instance, young children learn to cut bananas for snack, and older children set the table and butter their crackers confidently. The childminder uses her good range of resources well to extend children's knowledge and help them engage fully in group activities. For instance, they listen and look closely at a toy cow as they childminder explains about where milk comes from and why it is good for us. The childminder helps children to consider their own health and understand why some practices are important, such as wearing a coat and hat in the rain or washing their hands before eating.

Outcomes for children are good

Children have good skills that prepare them well for their next stage of learning and school. Children recognise numbers, understand about lengths and use a range of words to describe weight and volume. All children enjoy their learning and are inquisitive. Young children explore resources to find out what they could do with them and older children ask questions. Older children enjoy practising their writing skills and use books independently. Children manage their self-care skills effectively.

Setting details

Unique reference number	EY490993
Local authority	Somerset
Inspection number	1024092
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	5
Number of children on roll	6
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Frome, Somerset. She provides care Monday, and Wednesday to Saturday, including before and after school, term time only. The childminder holds an early years qualification at level 2. She receives funding to provide free early education to children aged three and four years old.

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