

Childminder Report

Inspection date	10 October 2017
Previous inspection date	27 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 is skilled at following children's lead and enhancing their chosen play. Children display good levels of interest in their explorations, and the childminder provides a well-resourced environment to accommodate their needs.
- Children make good developmental progress. The childminder knows the children very well. She knows their starting points, monitors their progress regularly and accurately, identifies any gaps, and plans for the next steps in learning effectively.
- The relationships between the childminder and the children are warm, trusting and very secure. The childminder is caring and considerate to children's needs. She makes children feel welcome and spends good quality time supporting them in their activities. Children are very happy and clearly enjoy the childminder's company.
- The childminder makes good use of links with other childminders and the support of the local authority to keep up to date and get new ideas. She successfully incorporates knowledge she acquires from training, such as further ways to assess children's development, particularly with regard to their motivation and approach to learning.

It is not yet outstanding because:

- Although the childminder has worked well since her last inspection to provide parents with activities to do at home, she does not consistently inform them of what children need to learn next, to further involve parents in their children's learning.
- The childminder does not promptly share information with other providers, when children first start at other settings, to support a consistent approach for children.

What the setting needs to do to improve further

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

- provide further help for parents to understand what their children need to learn next, to increase continuity in the support children receive
- strengthen the sharing of information with other settings children attend, to support continual progression in children's development.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and the childminder at appropriate times throughout the inspection.
- The inspector sampled documentation, including the suitability checks and qualifications of the childminder, policies and procedures, children's development records and planning.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector took account of parents' written views by reading their comments in questionnaires.
- The inspector discussed the childminder's risk assessments and her self-evaluation process.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is familiar with procedures to follow if she has concerns about a child. She takes effective steps to keep her knowledge up to date, and she attends child protection training. She minimises risks within her home and supervises children closely to help ensure their well-being and safety. The childminder supports her assistant's knowledge and skills by sharing her procedures and monitoring his practice. She evaluates her activities and children's progress, to identify areas to improve for children further. The childminder builds good partnerships with parents from the start. She gains information on children's interests and individual needs and shares information with them daily, talking about the children's activities and routines.

Quality of teaching, learning and assessment is good

The childminder is effective at letting children lead the play and supporting their learning in appropriate areas. For example, children act out imaginative scenarios with toy dinosaurs. They explore natural materials and recall the names of items, such as conkers. They experiment moulding malleable dough and make worms to feed to their dinosaurs. The childminder uses books as a source of information, linking cleverly to children's exploration. She helps children look up types of dinosaurs and discusses fossils 'being buried' in the earth. She cleverly relates this to children's experimentation with sinking and hiding conkers in the dough. This gives meaning to what the children are doing and effectively helps to support their literacy skills and knowledge of the world.

Personal development, behaviour and welfare are good

The childminder models good manners and praises children accordingly. She helps them learn how to manage their own safety and think of others, such as tidying up toys and resources with small parts so that younger children do not have access to them. The childminder supports children's good health effectively. She sets out her garden with a range of equipment for children to develop their skills and enjoy being active in the fresh air. They have fun painting and mixing colours, and experiment making marks in a range of ways. The childminder supports children's knowledge of healthy practices well during cooking activities. For instance, children remember that they need to wash their hands before they handle food and that too much salt is not good for them.

Outcomes for children are good

Children are inquisitive and confident to explore new activities and resources. They have good listening and attention skills, such as following instructions during cooking activities. They count with confidence and make comparisons. Children make decisions, test out their ideas and discover the best way to do things. They learn safe practices and take pride in doing things for themselves. Older children communicate well. They chat confidently with the childminder and take turns in conversation. Children are interested and motivated to learn and gain the skills they need to start pre-school and school.

Setting details

Unique reference number	EY397385
Local authority	Somerset
Inspection number	1062302
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	27 March 2013
Telephone number	

The childminder registered in 2009. She operates all year round from 7.30am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder has an assistant who she uses for emergency backup. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for children aged three and four years.

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