

Childminder Report

Inspection date	16 October 2017
Previous inspection date	12 November 2014

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 well-resourced and stimulating environment entices children to learn. The childminder makes very good use of her research to encourage children's understanding of the world. For example, she provides real fruits and vegetables for their imaginative play.
- The childminder challenges children effectively and understands the different ways children learn. She uses every opportunity to promote children's mathematical skills, in planned activities and spontaneous learning. For example, children enjoy using real pumpkins to move, measure, count and sequence.
- Accurate assessment helps the childminder plan activities to support children's next steps in learning successfully. Children, including those who learn English as an additional language, make good progress from their starting points.
- The childminder evaluates her provision well. She identifies ways to improve outcomes for children. For instance, improving the tracking of children's learning for specific groups.

It is not yet outstanding because:

- The childminder misses opportunities to encourage children to think and use their ideas to solve problems for themselves.
- The childminder does not gain information highly successfully from parents about their children's learning at home to influence her planning of future activities.

What the setting needs to do to improve further

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

- help children to consider ways of solving problems for themselves
- encourage parents to share information about their children's achievements at home, to further support the planning and assessment process.

Inspection activities

- The inspector observed the childminder's interactions with children as they played inside and outside, and discussed their learning.
- The inspector considered the written views of parents and spoke to children during the inspection.
- The inspector discussed the childminder's understanding of the early years foundation stage requirements and how she evaluates the provision.
- The inspector sampled documentation, including safeguarding policies and the suitability arrangements for the childminder's assistant.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder uses her risk assessments well to provide a safe and secure environment for children to explore. She uses her training effectively to enable herself and her assistant to follow robust procedures to report any concerns about a child's welfare. The childminder uses good systems to ensure the suitability and professional development of her assistant. She models good practice, helping her assistant build confidence in her abilities. The childminder provides parents with good information about their children's learning and offers ideas on how to support learning at home.

Quality of teaching, learning and assessment is good

Children explore confidently. They show great interest in the broad range of real fruits and vegetables and transport them to different areas within the play space, making choices about their learning. Older children communicate well, for example, they explain how they sprinkle the oats to make it rain on the pears. The childminder uses her training and research well to expand children's experiences. For example, children thoroughly enjoy the wooden 'song spoons' and use the pictures to choose their favourite songs to sing. The childminder uses boys' interest in imaginative play well to support their early writing skills. For example, she encourages them to use chalk to create roads on the patio.

Personal development, behaviour and welfare are good

Children build positive relationships with the caring childminder and behave well. The childminder gathers good information from parents, helping her to meet children's care needs effectively. For example, she works closely with parents to ensure children feel emotionally secure before moving on to toilet training. Children have good opportunities to learn about healthy lifestyles. For instance, 'Cooking Friday' provides children with opportunities to explore healthy foods and help in their preparation, such as to make soup. Children show interest in the world around them. For example, they observe the insects eating the strawberries and know not to eat the green berries.

Outcomes for children are good

The childminder prepares children well for their next stage in learning. Children are confident, motivated to learn and gain good independence. For example, they try to put on coats and shoes for outdoor play and they find their name to record their arrival. Older children count objects, such as apples, confidently and are beginning to recognise the corresponding number. Younger children persevere in tasks well, for instance, to climb in and out of boxes, and demonstrate a 'can-do' attitude. Children challenge themselves well, for example, asking to drink from a beaker and pouring their own water.

Setting details

Unique reference number	EY434291
Local authority	North Somerset
Inspection number	1076469
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	12
Number of children on roll	9
Name of registered person	
Date of previous inspection	12 November 2014
Telephone number	

The childminder registered in 2011. She lives in Weston-super-Mare, North Somerset and works with an assistant and a co-childminder. The childminding service operates from Monday to Friday throughout the year. The childminder is in receipt of funding for the provision of free early education for children aged two, three and four years. The childminder holds qualified teacher status and the assistant has an early years qualification at level 3.

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