

Childminder Report

Inspection date

13 December 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 develops excellent relationships with parents and the other settings children attend. This helps children in their move to school and nursery, and helps to complement their learning well.
- Children make good progress in relation to their starting points. The childminder monitors their development accurately, and plans their learning effectively to help them achieve well.
- The childminder supports children's health and physical development effectively. For instance, they enjoy regular outdoor play, learn good personal hygiene routines, and benefit from nutritious meals together.
- The childminder monitors the quality of her provision successfully to identify and make ongoing improvements. She encourages parents to share their views. Parents state, for instance, that they really appreciate the clear feedback reports each day regarding their children's activities and development, and the one-to-one time to talk about their progress.

It is not yet outstanding because:

- On occasions, the childminder misses opportunities to help some younger children to learn her behaviour expectations consistently.

What the setting needs to do to improve further

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

- make the most of opportunities to help the younger children to understand the high expectations for their behaviour.

Inspection activities

- The inspector observed activities and the quality of the childminder's interactions with the children. She also discussed the effectiveness of an activity with the childminder.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records and talked to children at appropriate times.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' views.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of the early years foundation stage requirements and of child protection issues and procedures. She understands the possible risks to children's welfare and knows how to respond in the event of any concerns about a child. The childminder maintains good standards of safety and supervises children closely to keep them safe in her care. She is committed to enhancing her good knowledge and skills further to improve children's outcomes. For example, following recent training, the childminder provides new opportunities to support children's imaginative play and mathematical development outside, such as creating a mud kitchen in the garden.

Quality of teaching, learning and assessment is good

The childminder provides a good range of activities and learning experiences to support each child's development. She uses her good teaching skills to interest and motivate children to learn and achieve. For example, the childminder encourages them to choose books to read with her to develop their literacy skills, and involves them skilfully by taking turns to help turn the pages and contributing to the story. She provides time for children to look at and think about the pictures, and to answer her questions. Children are keen to talk about the stories. They laugh telling her 'pop, pop, pop' as they point to pictures of bubbles popping. This keeps children absorbed in stories and keen to choose more, which encourages their communication and language skills well. The childminder builds further on their learning through, for example, introducing counting to help children learn about numbers and quantity.

Personal development, behaviour and welfare are good

The childminder nurtures children's emotional well-being in close partnership with parents, and helps them to feel safe and secure in her care. Children develop a very good understanding of themselves as individuals, and of one another's similarities and differences. For instance, they get excited looking at photographs of their family, friends and favourite things at home in their 'My Life' books. The childminder makes good use of the local community to help children learn about their world. For example, they visit working farms to learn about animals, toddler groups to play with others, and explore music at activity groups.

Outcomes for children are good

Children learn key skills to prepare them for their next stage in learning and the move to school. They choose confidently, follow their own interests and ideas, and are curious to explore new activities. Children develop good independence and manage tasks efficiently themselves, such as changing their clothes and peeling their fruit at meals. They communicate their needs competently and regularly learn new words to build their vocabulary.

Setting details

Unique reference number	EY491218
Local authority	Somerset
Inspection number	1024199
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	5
Number of children on roll	8
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Stoke Sub Hamdon, Somerset. She offers care from 7.30am to 6pm from Monday to Friday.

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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