

# Childminder Report

**Inspection date**

10 January 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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's self-evaluation is effective in helping her prioritise improvements that support good-quality outcomes for children. For example, developing outdoor activities that promote early mathematics has been very effective with all children, particularly boys. For instance, they enjoy using compost and water to measure volume and weight.
- Children make good progress, relative to their starting points. The childminder's observations, assessments and tracking help her quickly identify any gaps in learning for individuals and groups of children, which she addresses through effective planning.
- Children have good self-esteem. They show through their behaviour that they feel emotionally secure with the childminder. For example, older children confidently help her to plan activities. Babies bond well with her and are quick to come for a cuddle when they need reassurance.
- The childminder has very good relationships with parents. Highly effective information sharing keeps parents informed of children's progress and involved in their learning.

**It is not yet outstanding because:**

- The childminder misses some opportunities to encourage the younger children to follow good hygiene practices when cleaning their hands, to prepare them for future routines.
- Although resources are easily accessible for children to help themselves, it is not always clear which toys are in each box, so they have to search for what they want to use.

## What the setting needs to do to improve further

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

- encourage younger children to engage in routines that further improve their understanding of good hygiene practices
- devise an effective system to help children identify where resources are stored, to further enhance their ability to make choices as they play.

### Inspection activities

- The inspector observed the childminder and children engaged in learning activities indoors and outdoors.
- The inspector reviewed the childminder's safeguarding procedures and discussed the actions she takes to protect children from harm.
- The inspector talked to children and parents.
- The inspector talked to the childminder about her systems of monitoring children's progress, and discussed how she identifies and addresses any gaps in their learning.
- The inspector talked to the childminder about self-evaluation, and how she prioritises improvements that impact on children's learning.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to improving her skills to extend children's learning. She makes very good use of training opportunities, online resources, and professional networks to develop her knowledge. She monitors the effectiveness of the changes she makes by the positive impact on children's progress. For example, training relating to effective learning environments led her to conclude that some areas of the playroom were overstimulating for some children. She made changes, such as reorganising resources and simplifying displays, to create a calmer environment. This has been particularly helpful to children who find it hard to concentrate when their surroundings are too busy or noisy. Safeguarding is effective. The childminder has a good understanding of local procedures to safeguard children and protect them from harm.

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

The childminder plans very well to make sure activities are interesting and challenge children well. Her good planning helps to make sure children of different ages can participate in activities together. For example, babies and toddlers developed their physical skills as they explored musical instruments, tapping on some and shaking others, to hear the different sounds. The childminder encouraged older children to feel the vibrations some instruments make, such as the triangle, when struck. She extended this well, encouraging them to talk about the relationship between the vibrations and the sounds made. The childminder encourages children to learn about technology and links this well to other activities. For example, children observed dragonflies by the pond and looked these up on the computer to find out more about their life cycles and habitats.

### Personal development, behaviour and welfare are good

Children are well behaved. Older children are consistently kind and caring towards babies and toddlers. For example, when toddlers watched them putting together the train track, older children encouraged them to join in, patiently showing them how to connect the pieces. Children show good safety awareness. For example, while throwing and catching balls, older children made sure they were away from the babies to make sure they stayed safe. The babies had fun rolling the balls and quickly crawling after these.

### Outcomes for children are good

Children develop good skills that help to prepare them well for their next stage in learning, including going to school. All children, including babies and toddlers, are independent and try to do things for themselves. For example, young children peel their bananas at snack time while older children help to slice up the fruit for them all. Older children learn skills they will use at school, such as self-registration on arrival to help them begin to recognise their names, and activities to develop listening and attention.

## Setting details

<b>Unique reference number</b>	EY492661
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1033230
<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>	0 - 5
<b>Total number of places</b>	5
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She lives in Yeovil, Somerset. She works Monday to Friday from 8am to 6pm, all year round. She provides funded early education for two-, three- and four-year-old children.

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