

# Childminder Report

**Inspection date**

17 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 makes good use of her training, research and self-evaluation to help her review her own practice and make ongoing improvements. For example, she has increased her skills in supporting children in persevering and having a can-do attitude.
- All children make good progress. The childminder uses her observations effectively to plan challenging activities that support children's development well. She seeks detailed information on children's starting points and shares their next steps with parents to help them support their children's learning at home.
- The childminder works successfully with her assistant. She keeps her well informed, providing effective guidance to know how to meet children's needs well.
- Children behave well. They have good manners, share and work together cooperatively. The childminder and her assistant are good role models. They consistently support children in managing their own behaviour and resolving any conflict.
- The childminder and her assistant have warm, caring relationships with the children. Babies feel secure, such as when they are held gently to have their bottle and rocked soothingly to sleep.

**It is not yet outstanding because:**

- The childminder and her assistant do not consistently support children to make predictions and test their own ideas in their learning.
- Occasionally, the childminder does not fully engage older boys in practising their early writing skills.

## 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 make predictions and test out their own ideas in their learning
- engage older boys more in practising their early writing skills.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors.
- The inspector spoke with the childminder, her assistant and the children, and took account of the childminder's self-evaluation and written feedback from parents.
- The inspector checked the safety of the premises and safeguarding information.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled relevant documentation, including evidence of the suitability of all those living and working in the household.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good knowledge of what to do should a child be at risk of harm. They carry out good risk assessments and follow effective procedures to keep children safe. The childminder provides strong support for her assistant. For example, she is helping her to gain a further qualification and is a good role model. They have regular meetings to discuss their practice, evaluate their activities and quiz each other on their policies and procedures. The childminder has strong partnerships with parents. She shares important information that helps them to protect children's welfare and support their learning. The childminder monitors children's development successfully. This helps her to identify any gaps in their learning, provide effective support and help them to catch up.

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

The childminder and her assistant demonstrate to children how to use equipment. They give them good opportunities to practise for themselves and develop new skills. For example, young children persisted with learning to draw water up a syringe and squirt it into a container. The childminder provides good support for children's mathematical development. For instance, all children enjoyed using finger puppets with counting rhymes. Older children counted how many puppets they had each time the childminder added one or took one away. The childminder helps children to explore and investigate to lead their own play. For example, babies find out what will or will not fit into a container. Older children discover they can transport things using different tools. The childminder encourages children's language skills well. For instance, she uses words with actions for babies to understand the meaning, such as 'splash' when they drop toys into water.

### Personal development, behaviour and welfare are good

Children develop strong self-esteem and feel secure, which underpins their enthusiasm to learn. The childminder and her assistant support children well in developing good healthy practices. For instance, they reminded children to wash the backs of their hands to remove all the germs. The childminder helps children to become independent and manage age-appropriate tasks, such as cutting up fruit and pouring drinks at snack time. Older children willingly help take care of the environment and enjoy the responsibility given to them. The childminder provides good support for children to gain a positive awareness of people's differences and their own similarities.

### Outcomes for children are good

Children make good progress in developing the skills and attitudes they require to prepare them well for their next stage of learning and school. Babies are fascinated as they explore different textures and materials. They open their eyes wide and smile when they hear bubble wrap pop and feel crinkly paper. Older children interact well with others and speak confidently. They manage their self-care needs well and participate eagerly during group activities.

## Setting details

<b>Unique reference number</b>	EY495189
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1034092
<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 - 3
<b>Total number of places</b>	12
<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 and lives in Bridgewater, Somerset. She works with an assistant and they provide childcare from Monday to Friday, for 47 weeks of the year. The childminder holds qualified teacher status and an early years qualification at degree level. Her assistant holds an early years qualification at level 2. The childminder receives funding to provide free early education for children aged three and four years.

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