

# Childminder Report

**Inspection date**

23 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 focuses well on her professional development, to help her achieve good-quality outcomes for children. For example, developing her understanding of the different ways children choose to learn helps her when planning activities and organising resources that support individual learning.
- Children are happy and content, showing through their behaviour that they feel emotionally secure. They have very good relationships with the childminder and her family, and feel at home in her home.
- The childminder has effective systems to monitor children's learning. She identifies and addresses any gaps, to make sure they make good progress. She has very good relationships with parents and keeps them well informed of children's achievements.

**It is not yet outstanding because:**

- The childminder does not consistently inform other settings that children attend of their achievements in her setting, to complement their learning in pre-school.
- The childminder obtains some information from parents about their children's abilities when they first attend. However, she does not consistently link this to the early learning goals to give a clear picture of what children can already do, to provide a firm baseline for future assessments.

## What the setting needs to do to improve further

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

- further develop the two-way flow of information about children's learning with other early years settings they attend
- make more-consistent use of information from parents to establish children's starting points when they first attend.

### Inspection activities

- The inspector observed the childminder and children engaged in learning activities.
- The inspector had discussions with the childminder and children.
- The inspector sampled required documentation, including the childminder's safeguarding and complaints procedures.
- The inspector talked to the childminder about her systems of monitoring children's progress in learning.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder monitors her practice well to identify where she can improve. She listens to children's ideas and suggestions for activities, and includes these in her planning. She identifies the impact of these on learning for individuals and groups of children. For example, boys used their imaginations more when encouraged to design and dress up as superheroes, and quieter children became bolder as they pretended to be someone else. Safeguarding is effective. The childminder has a good understanding of local safeguarding procedures. She has recently completed additional training that developed her knowledge of child protection issues even further. She has used this effectively to update her information for parents, to help raise their awareness of safeguarding, including the potential risks to children through unsafe use of the internet.

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

The childminder uses her good knowledge of individual children's interests to make sure activities are challenging yet enjoyable. For example, using a favourite card game to help develop their number recognition and understand mathematical language, such as 'higher than' and 'lower than'. The childminder uses her good communication skills well to encourage children to use and build on their existing knowledge. For example, while children played with vehicles that transform into action figures, she encouraged them to explain how this happens and consider whether parts need to move in a particular order. The childminder makes sure she knows what children learn at pre-school, and she uses this information well to help them explore new ideas. For example, children learned about the Hindu god Ganesh. The childminder encouraged them to tell her all about him, and they confidently told her the story of how he came to have an elephant's head.

### Personal development, behaviour and welfare are good

Children have a good understanding of how to keep themselves safe. For example, they took care to stop, look and listen before crossing the road with the childminder, and they were aware of the potential hazards caused by moving cars in the car park. Children enjoy being active indoors and outside. They are very well coordinated as they do roly-polies and cartwheels, and they energetically bounce on the trampoline.

### Outcomes for children are good

Children learn good skills that prepare them well for their next stage in learning, including going to school. Younger children develop good social skills as they mix with and join in activities with school-aged children, who are good role models. For example, they patiently show younger children how to use small beads to make 'friendship patterns'. This, and other interesting art and craft activities, help children develop the fine-motor skills they will need later for holding a pencil and writing.

## Setting details

<b>Unique reference number</b>	EY493187
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1029712
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	3 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<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 Milverton, approximately nine miles from Taunton, Somerset. The childminder provides care each weekday, including before and after school, for 50 weeks a year. She holds an early years qualification at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

