

Childminder Report

Inspection date	8 February 2018
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 uses self-evaluation effectively to identify areas for improvement. For example, she has developed the outside area to provide a more stimulating environment and support children's development in all areas of learning successfully.
- The childminder and children share close and warm relationships, which supports children's emotional well-being effectively. They feel safe and secure in the childminder's care.
- The childminder uses her good knowledge of children's individual needs well to plan and provide a broad range of interesting learning experiences and activities, which supports children to make good progress.
- Partnerships with parents are strong. The childminder ensures good communication with parents and exchanges daily information about children's learning and activities, to support a consistent approach to children's learning and care.

It is not yet outstanding because:

- Occasionally, the childminder asks children questions in quick succession without giving them the time they need, to think about their answer and respond.
- Although, the childminder has good partnerships and effective two-way communication with some other settings that children attend, she is not regularly aware of all children's current achievements or next steps at other settings, to ensure planning for future progress is consistent.

What the setting needs to do to improve further

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

- ensure children are given the time that they need to think about and respond to questions
- develop further systems of sharing information with other early years settings that children attend, to consistently support future planning for all children.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's records and the childminder's policies.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and progress.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' views from their written comments.

Inspector

Michelle Heimsoth

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of child protection issues and is able to recognise the signs or symptoms, which may be a cause for concern. She is aware of her role and responsibility to keep children safe and knows what to do if she has any concerns about a child's welfare. The childminder makes good use of training opportunities to extend her teaching skills successfully. For example, she has introduced a wide range of interesting and challenging activities to develop children's mathematical learning outdoors. The childminder monitors children's progress effectively. She uses her observations and assessments of children well to identify any gaps in their learning, and provides good support to help them catch up with their peers successfully.

Quality of teaching, learning and assessment is good

The childminder interacts well with children and actively involves herself in their play. For example, children excitedly listen to and move their bodies in time to music. They follow the childminder's instructions well, as they tap wooden spoons together 'up high' and 'down low', developing good physical skills and coordination. Children enjoy listening to stories and looking at books. The childminder supports children's language skills effectively. For example, she repeats words to younger children, such as 'dog' and 'fox', as they listen to a story and talk about the pictures. The childminder provides older children with good opportunities to learn about size and number, as she encourages them to 'estimate' and 'predict'.

Personal development, behaviour and welfare are good

The childminder supports children effectively to lead a healthy lifestyle. For example, she encourages children to make healthy choices and teaches them to follow good hygiene routines. Children benefit from exciting outdoor activities, such as trips to the woods, and planting and growing in the garden with the childminder. The childminder is a good role model to the children, giving them consistent and clear messages about how they should behave. Children learn to respect one another, share resources and take turns well. The childminder gives the children lots of praise and encouragement, which boosts their self-esteem and confidence successfully.

Outcomes for children are good

All children gain good skills for future learning and moving on to school. They develop high levels of independence and manage their personal care skills competently. For example, younger children skilfully pour water from a jug into a cup at lunchtime and persevere well to manage zips on their coats independently. Older children speak in full sentences, develop good social skills, and confidently recognise shapes in the environment.

Setting details

Unique reference number	EY493223
Local authority	Somerset
Inspection number	1029596
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	5
Number of children on roll	9
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives in Yeovil, Somerset. She cares for children from 8am until 6pm on Monday to Friday, except for six weeks throughout the year, including Christmas and bank holidays.

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