

# Childminder Report

**Inspection date**

10 April 2018

Previous inspection date

6 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children respond happily to the childminder's friendly, reassuring approach. She offers them a welcoming, comfortable home and children are emotionally secure in her care.
- The childminder continues to develop her professional knowledge. For instance, she reads childcare journals and websites to gain ideas for different activities to support children's learning further.
- The childminder actively encourages children's good behaviour. For example, children learn to share toys and be kind to others. They willingly help to tidy up toys. They show pride and develop good self-esteem when the childminder praises them for their efforts.
- Children are motivated to learn and make good progress. The childminder provides a wide variety of activities to support children's interests and engage their involvement.
- The childminder actively helps children learn about keeping themselves and others safe from harm. For example, they talk about rescue boats and keeping safe near water.

### It is not yet outstanding because:

- The childminder does not gather detailed information about children's existing developmental abilities from parents when they start, to fully support her initial planning of activities.
- The childminder does not use her assessment systems as well as possible to consistently identify children's progress and their next steps of development precisely in all areas of their learning.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about their children's starting points to better inform the initial planning of activities
- make better use of monitoring and assessment systems to consistently identify children's next steps of development more precisely and support their learning further.

### Inspection activities

- The inspector observed children's interactions in play indoors.
- The inspector viewed documentation, such as operational policies, procedures and required records, including first-aid and insurance certificates.
- The inspector undertook a joint observation of an activity with the childminder and discussed children's learning and development.
- The inspector took into account the written and verbal views of parents.
- The inspector had discussions with the childminder, including about her self-evaluation form and how she makes improvements.

### Inspector

Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder attends safeguarding training to keep her knowledge up to date. She understands her responsibilities and the procedures to follow to protect children's welfare. The childminder completes risk assessments and follows clear routines to keep children safe, such as on outings. She reviews her practice and identifies how she could make further improvements. For example, she has identified places where she can borrow more resources, such as books to support children's interests and learning further. Parents speak highly of the childminder and say she provides a wide range of activities and is calm and organised. The childminder forms links with nurseries that children attend to support continuity in their learning needs.

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

Children gain confidence in their communication skills and in how to express their ideas. For example, they talk about the events from a story they heard and enjoyed. They recall making play dough with the childminder and say, 'I made the red dough'. The childminder encourages children's imagination in play well. For instance, children become absorbed pushing the toy trains around a track and develop their game with small-world toys. They pretend to be in a coffee shop and make drinks for their friends. The childminder supports children's awareness of space, size and shape effectively. For example, children concentrate well putting a favourite puzzle together. They show pride as they start to match the shapes and colours on the pieces. The childminder promotes children's understanding of the world well. For instance, they enjoy a trip to a local pet shop to see rabbits, fish, guinea pigs and tortoises. They show an interest in animals and tell the childminder that a tortoise has small legs and a dog has four legs.

### Personal development, behaviour and welfare are good

The childminder supports children's physical health and well-being effectively. For example, children enjoy healthy, nutritious meals and snacks. They like going for walks with the childminder and gain confidence stretching and climbing on the play equipment in a local park. Children build up strength in their hands and arms. For instance, they push, squeeze and pull the play dough to make their models. The childminder skilfully encourages children's road safety awareness, such as on outings, where children know to look and listen for cars. They say a green traffic light means cars can go. Children are settled and content. For example, they chat happily with the childminder about their family events. They respond easily to her and often ask for a hug.

### Outcomes for children are good

Children are active and keen learners. For example, they are curious about a cat they see on an outing with the childminder. They ask questions to find out more about the cat, such as its name. Older children develop good concentration skills that will help them with their move to school. They listen intently to an audio story and follow this well while looking at the corresponding pictures in the book.

## Setting details

<b>Unique reference number</b>	142281
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1127137
<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>	1 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 August 2015
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Frome, Somerset. The childminder provides care from 8am until 6pm on Tuesday, Wednesday, Thursday and Friday each week throughout the year. The childminder holds an NNEB qualification. The childminder receives funding to provide free early education for children aged two, three and four years.

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