

# Childminder Report

**Inspection date**

1 May 2018

Previous inspection date

4 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

- The childminder works collaboratively with staff from other local settings and schools to make sure that the children have the necessary skills before they start school. She evaluates activities well with her co-childminder and uses visits to other provisions for outdoor learning to improve her own practice, for example.
- All children make good progress. Younger children explore the environment well. They retrieve the resources they want to play with and communicate well with older children. Older children write their names and understand concepts of size and volume. They have a good knowledge of the world around them, especially the animals on the farm.
- Children are curious and inquisitive. They know how to take turns and show consideration for each other. Children grow in confidence and are articulate at expressing their views.
- The childminder plans interesting activities that extend children's understanding and skills. She uses her good knowledge of development to check their progress carefully and make sure there are no gaps in learning.

### It is not yet outstanding because:

- Sometimes, the childminder restricts children's opportunities to complete activities as independently as possible.
- The childminder does not always organise activities as well as she could, to engage and meet the differing needs and ages of all children.

## What the setting needs to do to improve further

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

- maximise children's opportunities to complete activities independently
- organise activities more successfully to engage all children and meet their differing needs and ages.

### Inspection activities

- The inspector conducted a joint observation with the childminder.
- The inspector talked to the childminder and her co-childminder when it was convenient.
- The inspector observed teaching and learning indoors and outdoors.
- The inspector spoke to children and reviewed the written views of parents.
- The inspector reviewed necessary documents and sampled policies and procedures.

### Inspector

Janet Dinsmore

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has updated her knowledge, for example, about online dangers, and makes sure that the children are safe by not putting any photographs of them or their information on the internet. She works well to protect children and families' privacy. The childminder has improved the outdoor resources well for children to develop their mathematical and physical skills, for example, by providing numbered stepping logs. She has developed her skills to use walks around the farm to extend children's knowledge and observation skills, for example, discussing why and how horses need shoes when the farrier came. She has acted on the recommendation from the previous inspection and improved her knowledge of other cultures and festivals, so that children learn about and understand diversity.

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

The childminder uses stories well to prepare children for planned activities. For example, she read a story about a cat who did not look after his bean plant in the right way, to explain how to look after a plant. Children enthusiastically filled a pot with compost and transferred a sunflower plant they had sown previously to take home, knowing that they also needed to water it, for example. The childminder cultivates a strong partnership with parents so that she can use children's interests to plan further learning. For example, each week, a child brings in objects or pictures of activities from home in a special suitcase. Children explain to their friends the reasons for bringing them so that they can all find out more about each other. The childminder plans frequent visits to riding stables and group singing activities to further extend children's experiences.

### Personal development, behaviour and welfare are good

The childminder provides frequent opportunities for children to explore on the farm. Children are familiar with the horse and cows, and that the cows provide milk. Children observe carefully, noticing that the horse is not wearing his blanket because the weather is warmer. Children know how important it is to wash their hands when they have visited the animals. Children share the spades in the sandpit, taking turns to use the 'big one' to build a house, for example. They use the sand imaginatively to make apple crumble for each other, for example, showing kindness and consideration for others. The childminder works well with parents to maintain routines from home and ensure that younger children are secure.

### Outcomes for children are good

Younger children explore and follow the lead of their older friends. They follow instructions and handle the peat well to fill a pot, for example. Older children play imaginatively together, constructing a complex building for the toys with which they have chosen to play. Older children understand the needs of younger ones and learn to be tolerant and share their toys. Older children write their names, and order numbers to 10 and place the right number of stones on each numeral.

## Setting details

<b>Unique reference number</b>	EY244819
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1128631
<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 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 August 2015
<b>Telephone number</b>	

The childminder registered in 2002. She lives on a working farm in the village of Middle Chinnock, located between Yeovil and Crewkerne, Somerset. The childminder works with another registered childminder and an assistant. They provide care from 7.30am until 6pm, for 49 weeks a year. The childminder and her assistant hold early years qualifications at level 3. She receives funding to provide free early education for children aged two, three and four years.

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