

# Childminder Report

## Inspection date

10 May 2018

Previous inspection date

27 November 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 has a thorough understanding of how children learn through play. She maintains interesting and stimulating conversations with them that challenge their thinking effectively. The childminder engages and encourages children in activities they enjoy, and plans ways to extend their learning so they make good progress.
- Children are happy and relaxed. They form close bonds with the childminder. They are confident to communicate their needs to her. Children develop good levels of self-esteem and behave well. The childminder praises and encourages children in their play to help them persevere and make independent choices.
- The childminder works well in partnership with other early years professionals to help her monitor her practice and improve children's learning experiences. She identifies some areas for improvement in her provision for children.

### It is not yet outstanding because:

- At times, the childminder does not succeed in encouraging all parents to provide her with enough initial information about their children or to share enough ongoing information about their children.
- Although the childminder reflects on her practice, she does not use this to identify more specific areas for professional development or review the impact of this on children's learning.

## What the setting needs to do to improve further

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

- guide parents in sharing more initial information about what their children know and can do, to help establish clearer starting points and to share more ongoing information about their children
- use reflection more effectively to identify specific areas for professional development and review the impact of this on children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector considered the views of parents through the written feedback provided.

### Inspector

Catherine Sharkey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder implements rigorous policies and practice that reflect her secure knowledge of how to keep children safe. She checks that the premises and equipment are safe for children to use and that the other venues they visit are safe. The childminder has a clear understanding of how to identify and report a concern about a child. The childminder monitors children's progress well and plans effective ways to close the gaps in their learning.

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

The childminder challenges children well and encourages them to solve practical problems. For example, she asks them what they might need to add next to their sheep collages. Children count out the correct number of legs and have a go at sticking them in the right places. The childminder guides them well as they stick on cotton wool and eyes. She encourages younger children as they make swirly patterns with the glue stick. This helps them to practise early writing skills. They all talk about the lambs they fed and handled the previous week, so children know what their pictures should look like from first-hand experience. The childminder helps children to count and to recognise letters and numbers in their play and in the environment. She uses mathematical language, such as when she asks children if they would like big, medium or small googly eyes for their sheep. This helps children to learn to compare sizes. She extends their vocabulary well, such as when they name the unusual animals in the jigsaw pictures.

### Personal development, behaviour and welfare are good

Children settle well in the homely and welcoming environment. The childminder helps children to gain independence in their self-care in readiness for nursery and school. They cut up their fruit carefully and wash their hands at appropriate times during the day. The childminder encourages children to put on their shoes and to wipe their noses. She teaches them about healthy food and children grow their own cress to eat. She provides them with healthy meals and snacks, and makes sure they drink plenty of water. The childminder helps children to feel emotionally secure in their moves to new settings.

### Outcomes for children are good

Children are confident in their exploration of the activities and resources from which they make independent choices. They are engaged in the interesting activities and have good concentration. For example, children cooperate well together to complete a floor puzzle. They check the colours and pictures on each piece carefully before trying to fit it where they think it should go. Children persevere with this until they succeed. Children develop good social skills through their play, both at the childminder's house and when they attend playgroups and mix with other childminders' children. They are enthusiastic in their play and are well prepared for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	101060
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1126415
<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>	2 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	27 November 2015
<b>Telephone number</b>	

The childminder registered in 1995 and lives in Gloucester. She operates from 7.30am to 6pm from Monday to Friday all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 4. The childminder receives funding for the provision of free early education for children aged two, three and four years.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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