

Childminder report

Inspection date	25 October 2018
Previous inspection date	26 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder supports children's emotional well-being effectively. Children form strong bonds with a patient and caring childminder. They feel safe and secure and are confident to try new experiences and ask for help.
- There is a good two-way flow of information with parents. The childminder gathers useful information as children start at the setting to help her plan initial activities and keeps parents well informed of children's progress. The childminder works closely with parents to ensure she meets children's individual care needs successfully.
- The childminder accurately assesses and tracks children's progress. This helps ensure that children make good progress from their individual starting points.
- The childminder uses her training effectively to help support children's communication and language skills. For example, she uses visual cues and props to support understanding of routines.

It is not yet outstanding because:

- Occasionally, the childminder does not encourage children to explore their own ideas, think and solve problems to help their understanding.
- The childminder sometimes misses opportunities to support children's numerical knowledge, to count and compare quantities even further.

What the setting needs to do to improve further

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

- develop strategies to encourage children to explore their own ideas and to think of solutions to help their understanding even further
- use all opportunities to support children's mathematical knowledge to count and make comparisons between quantities.

Inspection activities

- The inspector observed the childminder's interactions with children as they played inside and outside, and discussed their learning.
- The inspector considered the written views of parents.
- The inspector discussed the childminder's understanding of the early years foundation stage requirements and how she evaluates her provision.
- The inspector sampled documentation, including children's assessment records, policies and procedures.

Inspector

Rachael Williams

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder uses her risk assessments effectively, for instance, to ensure children are unable to leave the premises unattended. She has good understanding of her collection policy and implements this to good effect. She has good knowledge of her responsibilities to report any concerns about a child's welfare. The childminder evaluates her provision successfully. For example, from monitoring children's progress, she has identified how to support children's school readiness and has provided parents with literature to support a smooth transition to school. She has addressed recommendations from the previous inspection well. For instance, she seeks regular feedback from parents and provides more opportunities for children to be outside. The childminder works closely with the local authority and other early years settings to improve her knowledge, and to help reduce gaps in children's learning.

Quality of teaching, learning and assessment is good

The childminder plans a varied range of experiences to support children's learning. She knows the children well and uses their interests to engage them in activities. For example, she provides toy vehicles for children to make tracks in the sawdust to explore early writing skills. Children develop good small-muscle skills, for example, they delicately remove flakes of sawdust from clothing with a pincer grip. Children become fascinated by the movement of the vehicles, testing their speed. The childminder uses this spontaneous opportunity well to engage children in turn taking activities. She encourages children to play cooperatively as they push the cars backwards and forwards to each other. The childminder provides good commentary to build children's communication and language skills well.

Personal development, behaviour and welfare are good

Children behave well. The childminder provides clear explanations to help children understand expectations. She talks to children about how to keep themselves safe, for example, reminding them that some parts of the connective hoop have sharp points, and they need to be careful of their eyes. Children learn hygienic practices, such as, washing their hands after playing outside. Older children remind new starters that they should not play after washing their hands as it is time for lunch. Children gain good independence. For example, older children find their shoes and put them on.

Outcomes for children are good

Children gain the skills required for their future learning. They are confident to make decisions about their play, for instance, to add resources to their creative play independently. Children become confident communicators. Older children talk about what they are doing, such as, building a snowman, and describe the sprinkling of sawdust as 'sparkling in the sun'. They initiate songs and confidently change words to represent their actions, such as, rolling the chalk.

Setting details

Unique reference number	EY390893
Local authority	North Somerset
Inspection number	10069627
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	26 September 2014

The childminder registered in 2009 and lives in Yatton, North Somerset. The childminding service operates Monday to Thursday throughout the year.

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