

Childminder report

Inspection date	27 November 2018
Previous inspection date	11 December 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The childminder has made good progress since her last inspection. She has used feedback and the support of other professionals, to develop her procedures and to raise the quality of the service she is providing.
- The childminder provides a welcoming and stimulating environment for children. Children are happy and settled, they form good relationships with the childminder and her family.
- The childminder knows the children well. She makes regular observations and assessments to monitor their progress. The childminder involves parents in getting to know the children and supporting their learning at home. All children make good progress from their starting points.
- Children are kind and considerate. They learn to share and play cooperatively with their peers.
- The childminder does not help children to have the time to prepare for changes to routines, to allow them to finish their play naturally before moving on to the next activity.
- The childminder misses opportunities to offer the older children more challenge in their learning during their chosen independent play.

What the setting needs to do to improve further

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

- develop methods to support children to be prepared and manage changes to routines
- make better use of the opportunities that arise to offer the older children further challenge in their learning during their chosen play.

Inspection activities

- The inspector had discussions with the childminder and children during the inspection.
- The inspector read written statements from parents and carers and took their views into account.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled a range of documentation and children's records.
- The inspector observed the interactions between the childminder and children.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of leadership and management is good

The childminder makes good use of self-evaluation. She has developed effective procedures to help her reflect on and identify areas for improvement. For example, she has created an action plan using her previous inspection feedback and guidance from professionals. The childminder has a secure understanding of child protection and safeguarding. She has good procedures in place to monitor children's well-being and she is aware of the local procedures that she should follow to report any concerns that she has. The arrangements for safeguarding are effective. The childminder is keen to learn and develop her skills further. For instance, she takes part in regular training to develop her knowledge and understanding. The childminder has recently taken part in training to support children's communication skills, this has helped her to support the children with their language and understanding.

Quality of teaching, learning and assessment is good

The childminder interacts with children well. She has developed good methods to help her to make accurate assessments of children's progress. The childminder works closely with parents to support them with their children's development. For instance, the childminder has been promoting good dental hygiene, through activities and songs to support parents with an issue they struggle with at home. Children are confident and happy. They develop a good understanding of mathematical concepts. For example, the childminder supports children to explore shapes, looking at how many sides they have and how they fit together. Young children confidently count as they play alongside the childminder. All children develop good language skills. They excitedly sing along to familiar songs as they play independently.

Personal development, behaviour and welfare are good

The childminder helps children to learn how to keep themselves safe. For example, she uses their interest in the road works outside to talk to the children about road safety. Children gain a good understanding about being healthy. For instance, the childminder encourages them to use toothbrushes to clean the dirty models of teeth and she talks to them about their healthy lunches. The childminder helps children to learn about the wider world. They take part in activities to help them learn about other cultures and celebrations, and the childminder uses their interests to develop their understanding. For instance, during recent celebrations, children found out that the purple poppy is for the animals.

Outcomes for children are good

Children acquire skills that support them for the next stage of their learning and their eventual move on to school. For instance, children develop good levels of concentration. They learn to listen and follow instructions well. Older children develop their physical skills well. They spend time focused on activities, for example, as they use pots of different sizes and spoons to pour and stir ingredients to make their own pretend popcorn. The youngest children are keen to explore sounds and express a love of music.

Setting details

Unique reference number	EY495695
Local authority	North Somerset
Inspection number	10079647
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 December 2017

The childminder registered in 2015 and lives in Weston-super-Mare, North Somerset. The childminding provision operates daily throughout the year. The childminder holds an early years qualification at level 6. She is in receipt of funding for free early education for children aged two-, three- and four-years-old.

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