

# Childminder report

<b>Inspection date</b>	15 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 uses self-evaluation successfully to identify areas for improvement and to ensure positive outcomes for children. For example, she has developed the way in which she plans for and tracks children's progress, so that she can easily identify and close any gaps in learning.
- Children are happy, confident and settled in the childminder's care. They share warm and close relationships, which supports their emotional development effectively. Children feel safe.
- The childminder uses her good knowledge of children's individual needs well to plan a broad range of activities to support children's next steps in learning effectively. All children make good progress.
- Partnerships with parents and other providers are strong. The childminder ensures good communication and exchanges daily information about children's progress and activities. This helps to ensure consistency in children's care and learning.
- Occasionally, the childminder misses opportunities for older children to count beyond five and use mathematical language during routines and activities.
- On the day of the inspection, the childminder did not consistently encourage the children to put toys away and keep the environment tidy to help them learn about keeping themselves and others safe.

## What the setting needs to do to improve further

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

- make the most of opportunities that arise for older children to use numbers, count beyond five and use mathematical language to extend their learning even further
- encourage children to think about and consider the environment more consistently, to help them keep themselves and others safe.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's records and the childminder's policies.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and progress.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' views from the childminder's questionnaires

### Inspector

Michelle Heimsoth

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident in recognising the signs or symptoms which may be a cause for concern. She is aware of her role and responsibility in keeping children safe and knows what to do if she has any concerns about a child's welfare. The childminder keeps her knowledge and skills up to date. For example, she has undertaken research and training and developed the outside area to increase role-play opportunities for children to develop their imagination further. Children thoroughly enjoy pretend play at the vets, when they take their sick animal to see the vet. The childminder monitors children's progress well. Her effective tracking ensures she identifies any gaps in children's learning, which she addresses well through well-planned activities to ensure they catch up swiftly and continually make good progress.

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

The childminder knows the children in her care very well. She has a good understanding of how they learn through play and provides many enjoyable activities, which engage and interest them successfully. For example, children use their senses to explore different vegetables as they chop them and make soup for their lunch. The childminder skilfully introduces further learning to the activity, as she talks to the children about eating vegetables as part of a healthy diet. Older children make marks and practise their early writing skills as they make appointments in a diary, when they role play working at a vets.

### Personal development, behaviour and welfare are good

Children benefit from exciting outdoor learning opportunities, such as planting and growing seeds with the childminder. The childminder is a good role model, giving the children lots of praise and encouragement, which boosts their self-esteem and confidence effectively. Children behave extremely well. They are very kind to one another. Older children help younger children complete tasks, such as putting on shoes to go outside. The childminder teaches the children well about a healthy lifestyle. She provides healthy snacks and encourages them to follow good hygiene routines.

### Outcomes for children are good

All children gain a wide range of skills for their future learning and for when they start school. Younger children learn to hold tools effectively. For example, they skilfully use safety knives to cut vegetables. Older children speak in full sentences and use words, such as 'full' and 'empty' to describe what they are doing as they fill pots with dried pasta. Children of all ages share resources and take turns well. For example, they take it in turns to use resources and share their ideas of how to get small animal toys, out of ice.

## Setting details

<b>Unique reference number</b>	EY540455
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10089693
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2016 and lives in Frome, Somerset. She provides care throughout the year on Tuesday, Wednesday and Thursday, with the exception of bank holidays and Christmas. The childminder has qualified teaching status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

