

Childminder report

Inspection date	30 April 2019
Previous inspection date	6 June 2016

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

This provision is good

- The childminder is skilled at following children's lead and enhancing their chosen play. Children take part in a wide range of interesting activities. They display good levels of interest in their explorations, and the childminder ensures the environment is well resourced to accommodate their preferences and learning needs. Children make good progress in their development.
- Children build strong relationships with the childminder and are confident and happy in her home. She effectively supports children's physical and emotional well-being. She is attentive to their individual care needs and plans the day to meet these well.
- Children's speech develops very well. The childminder places high importance on developing children's communication. She has undertaken a qualification at level 3 related to this since the last inspection, in order to extend her teaching skills in this area. Young children gain confidence in speaking and learn new words. They listen and respond to the childminder's carefully worded questions and take turns in conversation with the childminder and their friends.
- Children behave well and their social skills are very good for their age. The childminder patiently helps them to appreciate the needs of others. Young children make friends, enjoy playing together and, at times, spontaneously share and take turns with toys.
- The childminder's assessments of children's progress are not always precise, to quickly identify any gaps in children's learning and share this clearly with parents.
- The childminder is not always successful in seeking information from parents about children's development at home, to help inform her assessments and future plans.

What the setting needs to do to improve further

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

- enhance the assessing of children's development so that this is more precise and helps parents gain a clear picture of children's progress and what they need to learn next
- devise better ways to obtain information from parents about children's learning at home.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and childminder at appropriate times throughout the inspection.
- The inspector sampled documentation, including the suitability and qualifications of the childminder, policies and procedures, children's development records and planning.
- The inspector observed the children and the childminder. She evaluated the effectiveness of an activity with the childminder.
- The inspector took account of parents' written views by reading their comments in questionnaires.
- The inspector discussed the childminder's risk assessments and her self-evaluation process.

Inspector

Rachel Howell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps up to date with the Local Safeguarding Children Board procedures. She has a thorough understanding of how to report concerns to protect children's welfare. The childminder has good relationships with parents. She keeps them informed of what the children have been doing with her, for instance through regular discussion and entries in the children's daily diaries. She invites feedback from parents to help her monitor and evaluate her provision and identify areas for improvement. Parents comment very positively about the childminder, saying that she is so friendly and helpful, and 'nothing is too much trouble for her'.

Quality of teaching, learning and assessment is good

The childminder guides and supports children's learning well. They are delighted when she joins in with their play, encourages conversations and makes suggestions. She thoughtfully links planned activities to children's interests. This successfully motivates them to explore. For example, children are eager to imaginatively play with toy bin lorries. They are fascinated to explore the working parts, naming these readily. They relish putting items in tipper bins at the back and the childminder encourages children to count items as they do this. The childminder observes and listens to children as they play, adding additional items, such as toy people and sorting boxes to extend their play and skills further.

Personal development, behaviour and welfare are good

The childminder supports children's independence and self-help skills very well and embeds this into her daily routines, such as encouraging children to get their shoes and coats on themselves. Even with those children who are reluctant, the childminder skilfully and effectively encourages them to have a go, breaking things down into smaller, manageable tasks. Children enjoy creating and experimenting with sand and water outside. They role play imaginatively in the play house and act out shopping with their friends and the childminder. Young children relish being outside in the childminder's spacious garden and develop their coordination skills well. She encourages children to take on challenges and master new techniques. For example, children experiment creating marks with chalks, and they proudly negotiate the balance beams and push themselves along on a scooter with increasing skill.

Outcomes for children are good

Children develop a love of books. For instance, they select them independently and share their knowledge by naming characters and recalling known phrases. They respectfully listen to the childminder as she encourages them to handle books carefully and they talk about their weekly trips to the library to borrow the books. They enjoy learning about the world. For example, they talk with the childminder about similarities and differences between different dinosaurs, as they play with toy dinosaurs and look at pictures in books. Children show curiosity, motivation to learn and develop the skills they will need for their eventual move on to school.

Setting details

Unique reference number	EY452007
Local authority	Somerset
Inspection number	10075258
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	6 June 2016

The childminder registered in 2013 and lives in Shepton Mallet. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for children age four years.

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