

# Childminder report

<b>Inspection date</b>	13 June 2019
Previous inspection date	15 January 2016

<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 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 forms close partnerships with parents and outside agencies. This helps her to provide a consistent and tailored approach to target the individual needs of children who require additional support.
- Children concentrate and engage well in their activities. They are keen to take part and have a positive attitude towards learning, which helps to prepare them well for school.
- The childminder forms strong links with parents. She routinely shares information with them about their children, including support and advice regarding their care and learning at home.
- The childminder uses professional development opportunities successfully to maintain good quality teaching and promote positive outcomes for children. For example, she has learnt signing and uses this routinely, to support children with delayed speech to communicate.
- Children benefit from lots of opportunities to make independent choices throughout the day and to learn that their friends have different ideas from their own. For instance, they confidently indicate their preference of snack food, the plates and bowls they want to use at mealtimes, and what songs to sing next.
- The childminder misses some opportunities to target children's next steps in learning as well as possible and help them to make even more progress.
- At times, in her enthusiasm, the childminder speaks for children and does not encourage them to express their thoughts.

## What the setting needs to do to improve further

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

- make best use of all opportunities to target children's next steps in learning and help them make even more progress
- provide more time for children to practise their speaking skills and share their ideas, to extend their communication and language development further.

### Inspection activities

- The inspector observed the children's interactions and engagement during self-chosen and adult-led activities.
- The inspector carried out a joint observation with the childminder to evaluate the quality of teaching and learning during a planned activity.
- The inspector spoke with the children and took account of parents' written feedback.
- The inspector held discussions with the childminder about the requirements of the early years foundation stage.
- The inspector sampled a range of documents, including self-evaluation, children's learning records and risk assessments.

#### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of how to recognise if a child is at risk of harm and knows how to refer concerns to the relevant authorities. She supervises children closely and provides a safe and secure home for the children to play in. For instance, she uses safety gates to prevent children from accessing other areas of her premises without her knowledge and supervision. The childminder accurately reflects on her setting, to identify and implement changes that have a positive impact on children. For example, she has reviewed how she keeps children safe during outings and has strengthened her risk assessments, to prioritise children's safety when out of the house. The childminder plans to develop the range of resources to provide more opportunities for children to explore, investigate and test out their ideas.

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

The childminder knows the children well. She plans enjoyable activities that capture their interests and motivate them to have a go. For example, she plans a threading activity using cereal to support children's dexterity and coordination. The children enjoy making bracelets and proudly show their finished products to the childminder. The childminder models language clearly and uses a wide vocabulary to teach the children new words. Children listen to the childminder with interest and delight in the attention she gives them. The childminder skilfully initiates counting during children's play and routine tasks. For instance, she points to pieces of fruit as she counts during snack time and encourages the children to join in and have a go.

### Personal development, behaviour and welfare are good

The childminder forms sensitive and caring relationships with the children. Children listen to and follow her instructions. For example, when she tells them it is time to get ready for snack, the children hurry to the toilet excitedly, independently pull up their sleeves and wash their hands. The childminder helps children to understand the boundaries and to become familiar with her expectations. For instance, she explains the need to tidy up when they have finished playing so they do not stand on the toys and hurt their feet, and gently reassures them they will have a turn with the toys they want to play with. The childminder praises their efforts enthusiastically to build their self-esteem to try again. Children behave well.

### Outcomes for children are good

Children make good progress from their starting points and develop the key skills needed for later learning, including school. They concentrate well during activities, persevering until they have succeeded in their aims. Children build their control and precision, such as confidently slicing their bananas at snack time. They explore technology toys with interest, fascinated by the lights and sounds that emerge when they press buttons. Children excitedly dance to music, laughing happily and copying each other's actions.

## Setting details

<b>Unique reference number</b>	EY346618
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10073827
<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>	1 - 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	15 January 2016

The childminder registered in 2007 and lives in Weston-super-Mare, North Somerset. She works each weekday, all year round.

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