

Childminder Report

Inspection date

23 June 2017

Previous inspection date

29 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 and her assistants provide a safe and stimulating environment for children. They have arranged it well to enable children to make choices and select toys independently.
- The childminder and her assistants have developed good relationships with parents. Parents say that they are well informed about their children's learning and the care that they receive.
- Children are happy and well settled. They are understanding of the needs of others and show care and concern for their peers. For example, older children hand the younger children toys to play with.
- The childminder and her assistants are good teachers. They take every opportunity to support the children to learn new skills. For example, they encourage the young children to count when they cut up their fruit into small pieces.

It is not yet outstanding because:

- At times, older children do not become fully involved during planned group activities, so they are not fully challenged in their learning.
- Although the childminder has identified areas for improvement, she has not implemented plans for professional development for her assistants.

What the setting needs to do to improve further

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

- review the organisation of some activities to support older children to remain interested and engaged in preparation for starting school
- implement plans for the assistants' professional development, to strengthen current good knowledge and enhance future practice for children's care and learning.

Inspection activities

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

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management is good

The childminder and her assistants have a good understanding of their responsibility to keep the children safe. They ensure that the environment is free from risks so that children can explore independently. The childminder and her assistants understand the procedures that they should follow if they had concerns about a child's welfare. The arrangements for safeguarding are effective. The childminder successfully monitors the suitability and effectiveness of her assistants, to ensure that they are safe and suitable to work with children. The childminder actively seeks the views of the parents to support her in evaluating her practice.

Quality of teaching, learning and assessment is good

The childminder and her assistants make regular observations of the children to assess and plan for their individual progress. They keep parents well informed about their children's progress and individual next steps in learning. Children are imaginative and the adults support this well. For example, they provide children with interesting resources to use in their play and encourage them to develop friendships with one another. Children are motivated to learn. They listen carefully to the adults.

Personal development, behaviour and welfare are good

Children behave well, including following the instructions that the childminder and her assistants give. For example, they tidy away the toys and wash their hands in preparation for lunch. Children like to help and enjoy taking on roles in the setting. Older children offer to dry up the cups and plates after snack time. The childminder and her assistants teach the children about healthy lifestyles. For example, they talk to the children during snack time about fruit being healthy and good for their bodies. Children benefit from daily fresh air and exercise. They enjoy using the garden and taking part in music and movement sessions, during which they dance and move their whole bodies to the music. Children are confident, and even the youngest children are keen to express their likes and interests. They tell the adults what they would like to do next and choose their favourite songs to sing at song time.

Outcomes for children are good

Children make good progress from their starting points. They develop good language and communication skills. For example, younger children use words alongside actions to communicate their needs, and the older children have in-depth conversations with the childminder and their peers. Children gain the skills to support them with early reading. For instance, they recognise what their names look like and sound out letters in their friends' names as they try to read them. Children are well prepared for the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	100945
Local authority	Gloucestershire
Inspection number	1088836
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	18
Number of children on roll	19
Name of registered person	
Date of previous inspection	29 May 2015
Telephone number	

The childminder registered in 1999. She regularly works alongside another registered childminder, who employs three assistants. The provision is located in Tewkesbury in Gloucestershire. The childminder offers childcare from 8am to 5.30pm, Monday to Friday, all year round. She holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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