

Inspection date	9 March 2015
Previous inspection date	6 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children develop good concentration, persist at activities and gain a sense of achievement. The childminder encourages children to use the good quality indoor and outdoor resources as they wish to practise different skills.
- The childminder has a strong commitment to safeguarding children. She has a clear understanding of the procedures for child protection and knows what to do, and who to report to, in the event of a concern.
- The childminder's calm, firm approach and her clear explanations help children to share and take turns with each other, and to care for the toys with which they play.
- The childminder keeps parents well informed about their children's achievements and development. She liaises effectively with staff at other settings children attend so that she can offer complementary activities to interest children.
- The childminder makes good use of best practice discussions and a reflective diary, to evaluate and improve her provision for children's well-being. She has addressed the previous action and recommendations, which shows commitment to driving improvement.

It is not yet outstanding because:

- The childminder does not consistently give younger children time to answer and do things for themselves to enhance their involvement in learning.
- Methods for gaining information from parents about children's starting abilities are not thorough to assist the childminder in planning for their individual learning.

What the setting needs to do to improve further

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

- extend younger children's learning through enhancing teaching techniques, including through giving these children more time to think and to do things for themselves
- strengthen existing information obtained from parents when children first start to assess what they can already do, to help identify their starting abilities and stage of development.

Inspection activities

- The inspector viewed the areas where childminding takes place, including the toys, equipment and resources children use, and observed the childminder engage in a range of indoor and outdoor learning activities with children.
- The inspector had discussions with the childminder. These included: evaluation systems; working in partnership; assessment and planning methods; and a specific activity she supported.
- The inspector took account of information in letters from parents.
- The inspector sampled a range of documentation including the childminder's self-evaluation, children's records, training records, safeguarding policies and procedures.

Inspector

Angela Cole

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The early years education offered by the childminder covers all aspects required well. The childminder plans interesting experiences so children make choices and are enthusiastic learners. For example, children are excited to play a matching game that links with their visit to an aquarium. The childminder supports their counting. The quality of teaching is good, although younger children do not always have time to think and answer to enhance their learning. Nevertheless, children are making good progress in their communication skills. The childminder extends children's understanding of their environment well as they care for the childminder's pets and chickens, and discuss the work of builders. Parents are not encouraged to identify in detail where children are in their development across the areas of learning when they first start. However, regular exchange of information about children's achievements and parents' positive contributions about their children ensure children's progress is supported at home. As a result, children are well prepared for school.

The contribution of the early years provision to the well-being of children is good

The childminder's home is safe and welcoming with accessible, stimulating toys and play equipment. New children settle quickly with personal support and develop strong bonds with the childminder. Children benefit from playing with older ones to develop their social skills and confidence. However, support for younger children to do things on their own is not consistently encouraged. Children choose freely to be active and engage in physical play in the spacious garden and while on outings to farm parks. They know why this is important to their health. The childminder works well with parents to meet children's individual dietary needs with wholesome snacks and meals. The childminder helps children to develop a good understanding of how to keep themselves safe. For example, children practise road safety and willingly tidy away their toys to keep the play space clear.

The effectiveness of the leadership and management of the early years provision is good

The childminder carries out her teaching responsibilities well. She understands how to keep children safe and only leaves children with vetted people. She assesses risks continually so children are safe at her home and on outings. The childminder oversees her assistant's work closely so that children receive good support. The childminder liaises strongly in partnership with other settings and, overall, with parents. Although the childminder has not cared for two-year-old children recently, she understands the importance of progress checks for children of this age. The childminder has a good understanding of her strengths. She seeks out training, including about supporting children's talking. She forms well-focused improvement plans after considering the views of children and parents. For example, she plans to continue training and to consolidate use of termly progress checks to focus on closing any gaps in children's achievement.

Setting details

Unique reference number	101241
Local authority	Gloucestershire
Inspection number	845820
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	6 January 2009
Telephone number	

The childminder registered in 1993 and lives in the St. Mark's area of Cheltenham in Gloucestershire. An adult daughter is registered to work as her assistant. The childminder offers childcare before, during and after school, and in school holidays. She receives funding for free early education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

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Piccadilly Gate
Store St
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