

Childminder Report

Inspection date

26 April 2016

Previous inspection date

15 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 partnerships with parents are strong. The childminder uses some innovative ideas to share information with parents. For example, she makes recordings of the children's conversations to share information about their development with their parents.
- The childminder monitors children's development effectively and quickly identifies any weaknesses in their learning. She knows how to find appropriate help from other professionals if necessary to help ensure that all the children make good progress.
- The childminder has a good understanding of how to promote the children's learning. She involves their parents in sharing information about their children's play interests, and makes good use of her observations and assessments to plan interesting experiences that engage the children.
- The childminder offers good support to the children to help them settle into her setting. For example, she initially visits children in their own homes before they visit hers, which helps them to build a secure relationship with her and to feel emotionally secure.

It is not yet outstanding because:

- On occasions, the childminder does not make the best of opportunities to develop the children's mathematical skills in readiness for school.
- At times, the childminder asks the children questions but does not give them sufficient time to express their responses before she asks them another question.

What the setting needs to do to improve further

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

- extend further the opportunities for the children to develop their early mathematical learning, including their understanding of mathematical language
- allow the children sufficient time to think and to respond to questions.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector spoke with the children and the childminder at convenient times during the inspection.
- The inspector took into account the written views of parents and those spoken to during the inspection.
- The inspector sampled various documents, including children's learning records, the childminder's self-evaluation form, risk assessments and relevant policies and procedures.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder completes regular child protection training to update her knowledge of related procedures and knows whom to contact if she has a concern. She has a good understanding of her responsibilities to promote children's welfare and to protect them from harm. Since the last inspection, the childminder has fully developed ways to reflect on the quality of her provision, which helps her to identify areas for improvement in children's learning. The childminder keeps her knowledge up to date, such as through training and networking with other childminders. She has used her new learning well; for example, she has extended children's use of resources to include more natural and recycled materials.

Quality of teaching, learning and assessment is good

The childminder plays alongside the children, and extends their knowledge and understanding effectively. She gives good support to the children to decide their play. For example, the children make choices through choosing cards that show images of the wide variety of resources that she provides. The childminder provides children with beneficial opportunities to learn about their local community and others who are different from themselves, through a wide range of outings and experiences. Children enjoy developing a good understanding of the world around them through regular visits to castles, parks and forests.

Personal development, behaviour and welfare are good

The childminder praises the children's achievements, which builds their self-esteem and confidence. For example, the children displayed immense pride in their developing personal skills. The childminder teaches children to think carefully about their behaviour and taking risks. For example, she explained the importance of not throwing a ball too hard as they may hurt others. The children have good opportunities to develop valuable social skills to help them with moving on to pre-school and eventually school. For example, they visit local groups where they learn to mix with other children and develop friendships. The childminder helps children to understand how to develop healthy lifestyles through, for example, daily opportunities to play outside and through developing their physical skills well.

Outcomes for children are good

The children make good progress from their starting points. They are confident communicators who enjoy discussing past events in their lives. For example, they confidently recall visits to castles and the local fire station. Children are confident to experiment and investigate. Young children enjoy exploring early pre-writing skills, such as making marks and patterns. All children develop the skills they need for the future.

Setting details

Unique reference number	136272
Local authority	South Gloucestershire
Inspection number	1047924
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	15 June 2011
Telephone number	

The childminder registered in 1996. She lives in the area of Stoke Gifford, South Gloucestershire. She works all year round, from Monday to Friday, apart from family holidays.

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