

Childminder Report

Inspection date

25 June 2015

Previous inspection date

26 May 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 have good relationships with the childminder. They seek her out for comfort when waking from naps, and to sort out any problems. As a result, children trust her and gain confidence in social situations.
- The childminder is a good role model to children. Children know what the childminder expects of them, so their behaviour is good.
- The childminder uses her good knowledge of how children learn to plan stimulating experiences for them. She makes accurate assessments of their interests and provides activities that reflect these, so children are keen to join in. This approach helps children make good progress.
- The childminder has good partnerships with parents. She meets with parents to share children's achievements so they are well aware of their children's daily experiences and progress. She exchanges information with parents regularly, which helps her to meet children's needs well.
- The childminder evaluates her practice and the facilities she provides to help her check children's progress and know where to make improvements. She makes changes that have benefited children and that have helped her maintain her good standards of service.

It is not yet outstanding because:

- The childminder does not help children to explore the natural world around them carefully they so develop their understanding of nature well as part of the programme for understanding the world.

What the setting needs to do to improve further

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

- provide children with activities to support their developing knowledge of the natural world as well as possible, particularly when outside.

Inspection activities

- The inspector observed children in the indoor and outdoor play spaces.
- The inspector looked at paperwork including children's records, and discussed the childminder's policies and procedures.
- The inspector carried out a joint observation with the childminder.
- The inspector took into account parents' views from the childminder's questionnaire.

Inspector

Anita McKelvey

Inspection findings

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

The childminder uses her knowledge and skills well to support children's learning and development. She plans interesting activities and provides resources that meet their needs. This means children are keen to explore the activities available. For example, children learn about patterns and numbers when they build towers with coloured blocks. The childminder supports children's developing ability to communicate well. For instance, children are eager to, 'read' stories to the childminder by explaining what they can see in a book's pictures. The childminder widens their vocabularies by telling them new words related to the pictures. This teaching helps children enjoy books in readiness for school. The childminder helps children understand technology, such as when they talk about the barcodes on shopping items. The children recall scanning items at a shop till to find out their prices. This recall helps cement children's learning.

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

The childminder's home is welcoming. Resources indoors and outdoors are well organised so children can make choices about what their play. Younger children use a wheeled equipment to move to activities of their choosing. This approach helps children learn independently. Children learn to share, to take turns and to get on with others. For example, older children build towers of blocks for younger ones to knock down. Children have some useful outdoor experiences where, for example, they develop their physical skills well. The childminder teaches children how to keep themselves safe and healthy, including sun safety and how to look after their teeth. The childminder talks to children about changes to come. This helps build children's confidence and self-esteem for moving into new settings.

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

The childminder shares information with parents regularly and with staff at other settings that children attend. This means that children's needs are met and they make good progress. The childminder has a good understanding of how to keep children safe and meets their physical needs well. She knows what to do in the event of concerns about a child's welfare. The childminder thinks about her practice and makes effective use of various opportunities to improve it. For example, she has added paper, pens, puzzles and games to activities in the garden to improve children's outdoor experiences. These changes have helped children to continue to make good progress.

Setting details

Unique reference number	EY100143
Local authority	Gloucestershire
Inspection number	836980
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	26 May 2009
Telephone number	

The childminder registered in 2002. She lives in the village of King's Stanley.

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