Childminder report

Inspection date	28 January 2019
Previous inspection date	29 July 2015

The quality and standards of the early years provision	**This inspection:**	**Good**	**2**
	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 provides an inviting and interesting environment. Children have access to a wide range of stimulating resources both indoors and outdoors. They confidently make choices about their play and follow their interests.
- The childminder is skilled at supporting children's social development. She consistently encourages children to be kind and caring to one another and models positive interaction. Children develop empathy and form strong friendships with one another.
- The childminder supports children's communication and language skills effectively. For instance, she listens attentively, models conversation and extends vocabulary as they play. This helps children to become confident communicators, including those who speak English as an additional language.
- The childminder maintains effective partnerships with other settings that children attend. She shares and gathers useful information to help ensure continuity of care and learning. This helps to support children's good progress.
- During planned group activities, the childminder sometimes misses opportunities to fully extend children's learning, particularly in mathematics.
- The childminder has not developed fully effective ways to gather feedback from parents in order to help drive forward improvements.

What the setting needs to do to improve further

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

- enhance the delivery of some planned activities to help maximise children's learning opportunities, particularly in mathematics
- make better use of opportunities to gather feedback from parents in order to accurately evaluate the provision and help identify future improvements.

Inspection activities

- The inspector held discussions with the childminder and spoke to children at appropriate times during the day.
- The inspector looked at evidence of the childminder's qualifications and suitability checks.
- The inspector observed the interactions between the childminder and the children throughout the inspection.
- The inspector observed an activity and evaluated its effectiveness with the childminder.
- The inspector read written feedback from parents.

Inspector
Hiroka Dathan

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder ensures her knowledge is up to date and is fully aware of her responsibilities to keep children safe. She is confident with the procedures to follow should she have any concerns about a child's welfare. The childminder is keen to continue to improve her professional practice. She carries out regular research and discusses good practice with other childminders to continually find new ways to support children's learning. For example, she has recently implemented new ideas to enhance children's interest in books and found further ways to extend children's sensory experiences.

Quality of teaching, learning and assessment is good

The childminder regularly reviews children's progress and plans effectively for the next steps in their learning. She is responsive to individual interests. This helps children to be continuously well engaged. For example, the childminder quickly provided additional resources as children pretended to cook, which helped to extend their imaginative play. Children request music and dance excitedly together, developing a good sense of rhythm and coordination. The childminder provides good opportunities for children to develop their early literacy skills. For example, she provides lively singing and quality story times for them. Younger children confidently sing familiar songs throughout the day and older children learn to join in and retell familiar stories.

Personal development, behaviour and welfare are good

The childminder is attentive to children's individual needs. She supports their emotional well-being through warm and affectionate care. Children are happy and confident, and they develop strong bonds with the childminder. The childminder promotes children's healthy lifestyles effectively. For instance, they regularly visit an allotment to learn how vegetables grow and enjoy tasting a range of vegetables they have harvested. Trips to places such as local nature reserves, farms and play areas help to provide opportunities for physical exercise. The childminder supports children to learn about their own and other cultures and communities. For example, parents are invited to share their own culture, bringing in different food for children to taste. Children enjoy making a map of the local area and develop an understanding about the community in which they live.

Outcomes for children are good

All children make good progress. They develop skills and positive attitudes that prepare them well for their future education. Children demonstrate excellent concentration and perseverance. For example, they spent a long time exploring marks made by water on a mat until the whole mat was covered. They develop independence and confidence in their own abilities, such as tidying away after play and putting on their coats and shoes.

Setting details

Unique reference number	EY221483
Local authority	North Somerset
Inspection number	10065071
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 July 2015

The childminder registered in 2001. She lives in Pill, North Somerset. The setting is open Monday to Wednesday from 7.30am until 6pm, all year round. The childminder receives funding for the provision of free early education for three- and four-year-old children. She holds a relevant early years qualification at level 3.

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