

Childminder Report

Inspection date

6 September 2017

Previous inspection date

8 June 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 has a good understanding of how children learn and develop. She plans challenging and stimulating experiences that children enjoy.
- Children are cared for in a welcoming, inviting environment. They are able to make independent choices in their play in the well-resourced playroom.
- Children develop very strong relationships with the childminder. They are confident, settled and secure in her care. The childminder is warm and responds well to children's individual needs. This helps to promote children's emotional well-being.
- The childminder follows good hygiene routines and children learn to understand the importance of a healthy diet. The childminder ensures children have regular opportunities for fresh air and exercise, helping to promote their good health and physical well-being.
- The childminder reflects on her practice. She uses self-evaluation well to drive forward continuous improvements. She is passionate about providing children with good-quality care and education.

It is not yet outstanding because:

- The childminder does not consistently find out as much as possible from parents about what children already know and can do when they first start attending, to help her plan their learning fully from the very beginning.
- On occasions, the childminder does not fully support younger children to become even more engaged in their play.

What the setting needs to do to improve further

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

- seek more information from parents about children's current capabilities when they first start and use this information to plan for children's learning from the outset
- support younger children to become even more involved and engaged in their play.

Inspection activities

- The inspector observed the childminder engaging with children in a range of activities.
- The inspector jointly observed and evaluated an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as evidence of the childminder's suitability.
- The inspector discussed the childminder's plans for improvement.

Inspector

Amanda Tompkin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant attend regular, relevant safeguarding training. The childminder has a good knowledge and understanding of abuse, neglect and other risks to children. She is confident with the procedure to follow should she have concerns about a child's welfare. Risk assessments are reviewed regularly to help minimise any risks to children. The childminder supervises children well. This helps to ensure children are kept safe and secure. The childminder updates her knowledge, for instance, she completes training online and shares updates and good practice with her assistant. Parents are provided with regular updates about how well children are progressing. The childminder provides them with ideas of how they can continue to support their children's learning at home.

Quality of teaching, learning and assessment is good

The childminder completes regular observations and assessments which support the planning for children's next steps in learning. She monitors children's learning to ensure she is aware of, and addresses any gaps in their learning. The childminder promotes children's communication and language skills very well. She talks to them in a calm and reassuring manner and encourages them to join in with conversations throughout the day. Children develop a love of books. They look at them independently and enjoy listening to well-read stories. The childminder gets involved with children's play and uses positive tones and praise. This encourages the children to join in and helps to extend their enjoyment.

Personal development, behaviour and welfare are good

Children are well behaved and form strong friendships with others. The childminder reminds children of the importance of sharing, taking turns and being kind to one another. The childminder teaches children to develop an awareness of their own personal safety. For example, they readily sit on the bottom step of the stairs while the childminder answers the door to the postman. The personal development of young children is promoted well. The childminder follows their routines from home and responds well to cues from children who demonstrate they are ready for a sleep.

Outcomes for children are good

Children make good progress and are well prepared for their future learning, including moving on to pre-school and school. Children from a young age are supported to develop their independence skills. They eagerly help with tasks, such as getting the mat out ready to have their nappy changed. Older children are developing an awareness of counting and recognising shapes. They confidently sort different coloured buttons into different piles.

Setting details

Unique reference number	EY261711
Local authority	Herefordshire
Inspection number	1091712
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	12
Number of children on roll	3
Name of registered person	
Date of previous inspection	8 June 2015
Telephone number	

The childminder registered in 2003 and lives in Bromyard. She occasionally works with an assistant. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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