

# Childminder Report

**Inspection date**

29 May 2018

Previous inspection date

6 July 2015

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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 is committed to developing her provision continuously. She keeps up to date with changes in requirements, such as data-sharing requirements, and adapts her practice appropriately. This helps her to keep children safe.
- The childminder provides interesting learning opportunities that hold children's attention well. For example, children eagerly identify different types of fruit in a story and take turns counting these. Children wait patiently while others have their turn, and they smile and clap to celebrate their friends' achievements.
- The childminder supports children well to develop the social skills they will need when they move to school. For example, they enjoy opportunities to meet other children and play in a larger group, such as when they host a weekly music-and-movement session for other childminders and children.
- Children are happy, comfortable, and enjoy their time at the setting. All children are making good progress from their starting points, ready for their future learning.

### It is not yet outstanding because:

- The childminder provides inconsistent opportunities and resources for children to develop their own ideas and imaginations, to encourage further their creativity.
- The childminder does not make full use of available opportunities to teach children how to identify and manage risks in the environments that they use.

## What the setting needs to do to improve further

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

- provide a wider range of stimulating learning opportunities through which children can explore their own creativity
- make full use of opportunities to teach children how to identify and manage risk in their play environments.

### Inspection activities

- The inspector observed care and teaching practices, and jointly evaluated children's learning and development with the childminder.
- The inspector read testimonials from parents and took account of the views they expressed.
- The inspector examined a range of documentation, including that relating to statutory requirements.
- The inspector had a tour of the setting, which included discussing health and safety with the childminder.
- The inspector spoke to children and took account of their views.

### Inspector

Patricia Pillay

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder regularly evaluates her practice to identify development needs. For example, she has used training to learn more about supporting reluctant communicators. She now talks with children about what they do, and leaves lots of time for replies. This helps children learn how conversations work. She has increased resources for children who learn best outdoors. For instance, she now provides chalks and large foam letters. Children write letters and are excited when they recognise the letters others have written. They happily recall other words starting with these letters. Safeguarding is effective. The childminder knows the signs that would alert her to concerns and the actions to take. She checks the environment each day for hazards and takes prompt action to address these.

### Quality of teaching, learning and assessment is good

The childminder uses observations of children effectively to monitor their progress and plan for further development. For example, she recognised that younger children could recite numbers. Therefore, she used a shared game to further their understanding by teaching them how to use their knowledge to count objects. They talked about bigger and smaller numbers to help children learn even more about what numbers mean. The childminder skilfully supports children to make links in their learning, such as by recalling days of the week as they read a story. She knows that younger children might not concentrate for as long as older children and so provides a quiet activity nearby to which they can easily move.

### Personal development, behaviour and welfare are good

The childminder establishes strong partnerships with parents. For instance, she gathers information about children's routines when they start and keeps these consistent. This helps children settle quickly and supports parents to be confident in her. She shares information daily with parents to help her meet each child's needs. The childminder regularly discusses her own, and parents', assessments of children's progress with other settings children attend and parents. This promotes good continuity for children's learning and development. The childminder supports parents well to make decisions about their children's welfare. For example, if she has a health concern about a child, she quickly contacts them and follows their preferred methods for managing this. Parents feel children have good opportunities to interact with others.

### Outcomes for children are good

Children are polite and behave well. For instance, they remind others to thank the childminder when she brings more paint. Older children enjoy helping each other to manage their hygiene needs independently, such as when they check to make sure that their friends have washed all the paint from their hands. Children confidently make choices in their play. For example, they know that they can choose which toys to take into the garden when they move outdoors.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY263200                                                                          |
| <b>Local authority</b>             | Gloucestershire                                                                   |
| <b>Inspection number</b>           | 1128770                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 5                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 5                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 6 July 2015                                                                       |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2003. She lives in Stroud, Gloucestershire. The childminder provides care from 7.30am to 5.45pm on Monday to Thursday during school terms, and from 7.30am to 5.45pm on Monday to Friday during school holidays. The childminder holds a relevant early years qualification at level 3.

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