

Childminder report

Inspection date	12 February 2019
Previous inspection date	10 August 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 a welcoming environment and supports children's emotional well-being effectively. Children form strong bonds with a friendly childminder who knows them well. Children behave well and are kind to each other, such as sharing heart shapes and taking turns with resources.
- The childminder develops strong relationships with parents who feel their children are well supported by the childminder who 'genuinely loves being with children'. She gains essential information from parents as children start, for instance, developmental starting points and their care routines to meet children's individual needs successfully.
- The childminder makes good use of her training to effectively plan, assess and monitor children's progress. In particular, she supports children's communication and language skills well. For example, she provides clear explanation so children know what they need to do and questions them effectively to support their understanding. Children make good progress from their individual starting points.
- The childminder evaluates her provision effectively. She creates accurate action plans to bring about improvement, for example, to enhance the garden for those children who learn better outside.
- The childminder does not always extend older children's learning to help them prepare better for school. For example, she misses opportunities to support children to explore early calculation and to recognise familiar words, such as their name.

What the setting needs to do to improve further

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

- make better use of opportunities that arise to challenge older children in their learning, to prepare them better for school.

Inspection activities

- The inspector observed the childminder's interactions with children as they played inside and outside.
- The inspector talked with the childminder about her understanding of the early years foundation stage requirements.
- The inspector considered the written views of parents and children.
- The inspector sampled documentation, including the childminder's self evaluation and children's assessment records.

Inspector

Rachael Williams

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has good understanding of how to protect children when using electronic devices. She has good understanding of her role and responsibility to report any concerns about a child's welfare. Since the last inspection, the childminder has encouraged children to use a range of tools and equipment to support their early writing skills. For example, they keenly explore shapes and lines when writing their Valentine's Cards. The childminder makes good use of opportunities to network with other early years professionals, to improve her skills and develop practice.

Quality of teaching, learning and assessment is good

The childminder has good understanding of what children can do and what they need to do next. She plans effectively, engaging children in activities that stimulate their learning and support their interests. There is a good pace to the activities on offer and plenty of opportunities for children to initiate their own play. Children enjoy listening to stories. The childminder questions children well and encourages them to participate, such as stretching to the moon and jumping like the hares. The childminder models learning well. For example, she shows children how to make muddy puddles and how to splash safely in them. Children explore different ways to transport the water and show interest in why some containers, such as funnels, are not as good as others.

Personal development, behaviour and welfare are good

The childminder provides a warm, safe and well-organised environment for children to play and learn in. Children are encouraged to make decisions about their play from a good range of high-quality toys and resources. The childminder makes good use of activities, such as Valentine's Day, to help children talk about their families, respect each other's views and to begin to understand what makes them unique individuals. Children benefit from familiar routines and are beginning to understand how to keep themselves healthy and safe. The childminder works closely with parents to ensure she meets children's individual care needs efficiently and with consistency.

Outcomes for children are good

Children gain the skills they require for their future learning and eventual move to school. They are motivated to learn. For example, once they have finished sorting the heart shapes by colour, children challenge themselves further to sort by size. Children explore well, developing good physical skills to build their arm strength for early writing. For example, they use spatulas well to dribble glue and older children persevere well to peel the backing off sticky heart shapes to create imaginative card designs. Children gain good independence. For example, they learn to put their coats on and fasten zips ready to play outside.

Setting details

Unique reference number	EY281868
Local authority	South Gloucestershire
Inspection number	10071950
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	10 August 2015

The childminder registered in 2004 and lives in Kingswood, South Gloucestershire. The childminding service operates Monday to Thursday, throughout the year. The childminder is in receipt of funding for early years education for children aged two, three and four years. She has an early years qualification at level 6.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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