

Childminder report

Inspection date	2 August 2019
Previous inspection date	15 January 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

- Children are very happy in the care of this experienced childminder. They readily engage in conversation with her and her family. Detailed information and a gradual settling-in process, which is agreed with parents in accordance with their child's needs, help children to settle quickly and feel emotionally secure.
- The childminder has a clear understanding of how to assess appropriate next steps for learning, so children are developing in all areas. She takes time to observe, note and listen to children's interests, which are included in future play plans. All children make good progress from their starting points.
- The childminder places a strong focus on developing children's communication and social skills. She talks to children constantly as they play. She asks them questions about what they play with at home to help her plan activities they are excited to do together, in order to encourage their social skills. Children are confident speakers and enjoy lots of praise and positive interactions.
- Partnerships with parents are very strong. The childminder regularly exchanges information to ensure continuity of care and learning for children. Parents share very positive views about the service that the childminder provides.
- The childminder has established strong partnerships with other settings and schools that children attend. She ensures that they work successfully together to meet children's care and learning needs and provide consistency in approach.
- Although the quality of teaching is good, there are occasions when the childminder does not consistently recognise opportunities to challenge and maximise children's learning, to extend their thinking as fully as possible.
- The childminder has not identified highly focused professional development opportunities to enhance her overall quality of teaching to the highest level.

What the setting needs to do to improve further

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

- make the most of all chances to extend children's learning and challenge them further to think critically
- review professional development so that it is more sharply focused on teaching and learning.

Inspection activities

- The inspector observed interactions between the childminder and children and looked at available resources indoors and outdoors.
- The inspector took account of parents' views through written testimonials and parents' feedback questionnaires.
- The inspector looked at children's information, attendance records and development records, and a sample of policies, including the procedures for keeping children safe.
- The inspector carried out a joint observation with the childminder.
- The inspector talked to children and held discussions with the childminder about leadership and management, safeguarding, and how she evaluates practice.

Inspector

Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

The childminder monitors children's progress well. This helps her to identify any gaps in development early and provide appropriate support. Overall, she effectively improves her knowledge, for example through attending advanced child protection training and a fire awareness course. The childminder completes thorough risk assessments, which helps identify and minimise any hazards in her environment. Children learn to keep themselves safe. For example, the childminder practises how to use scissors and safety knives with them. The arrangements for safeguarding are effective. The childminder has a secure understanding of the signs that would cause her concern about a child's welfare and the processes to follow. She is aware of how to recognise children who may be at risk from extreme behaviours and views, and knows what steps to take in the event of an allegation against her.

Quality of teaching, learning and assessment is good

The childminder helps children learn through play and exploration and supports them well to make good progress towards their individual goals. She plans activities based on current fascinations. For example, she plans sensory activities by creating a dinosaur habitat with natural materials, foam and different sized models for those children interested in dinosaurs. Children decide which dinosaur is the biggest, which has the tallest neck and which has the most horns. They have fun counting their dinosaur stomps through foam they have sprayed and notice different lengths as they cut string to make nets to capture them. The childminder supports children's language skills well. For instance, she engages them in conversations as they play, widens their vocabulary while looking at letters in dinosaur names and asks them interesting questions about what it might have been like living in the past.

Personal development, behaviour and welfare are good

Children show strong attachments to the caring childminder and develop confidence in social situations. For example, they welcome new people into the setting with smiles and are keen for them to enjoy the activities. The childminder helps children to understand how to keep themselves healthy and safe. For example, she provides wipes for children to clean their hands in the garden and teaches them that the sun has its dangers, asking if they need a hat to protect them. Children are learning to manage risks. For example, with encouragement from the childminder, they learn to use an apple cutter safely and an aerosol can of foam, learning to avoid their own and others' eyes. The childminder provides children with healthy food choices and encourages their self-help skills. For instance, she gave children whole bananas to peel and cut independently.

Outcomes for children are good

Children gain the skills they need to be ready for their move to school. They show good levels of curiosity, imagination and concentration, and build their independence effectively. For instance, they take their shoes and wellingtons off, prepare their fruit for snack and pour their own drinks. Children develop good social skills, for example they talk about sharing and confidently use good manners.

Setting details

Unique reference number	EY290625
Local authority	Bath and North East Somerset Council
Inspection number	10106290
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 January 2015

The childminder registered in 2004 and lives in Keynsham. She operates Monday to Thursday from 7.30am to 6pm. The childminder is in receipt of funding for children aged three and four years. She holds a relevant childcare qualification at level 3.

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