

Childminder Report

Inspection date

27 April 2017

Previous inspection date

26 February 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 assesses children's development accurately to monitor and promote their learning effectively. Children make good progress from the start.
- The childminder supports children's health and physical development well. For example, children play with energy and join in active games with enthusiasm, such as chasing and popping bubbles.
- Children are happy and settled; they behave well, help and include one another, and share. The childminder and her assistants are good role models who help children develop positive attitudes, such as providing simple and consistent messages.
- The childminder evaluates the quality of children's care and learning successfully to make ongoing improvements to her provision. For example, she involves parents more successfully in supporting their children's learning and provides detailed reports to show children's progress.

It is not yet outstanding because:

- On occasions, the childminder and her assistants miss opportunities to encourage younger children's communication skills.
- The childminder does not consistently exchange detailed information with the other settings children attend to complement children's learning even further.

What the setting needs to do to improve further

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

- make the best use of opportunities to encourage younger children's communication and language skills as effectively as possible
- develop stronger partnerships with the other settings children attend to complement children's developmental needs even more effectively.

Inspection activities

- The inspector observed activities and the quality of the childminder's interaction with the children. The inspector observed the management of children's care routines.
- The inspector and childminder observed children during an activity and completed a follow-up discussion about children's learning.
- The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector observed the childminder working with her assistant and reviewed feedback from parents.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues and procedures, and her responsibility to support children's welfare. She works effectively with her assistants to supervise children closely. For example, they assess the risks before taking children on outings and keep high adult-to-child ratios, to supervise children in person and keep them safe. The childminder values professional development. She uses this to help her improve the quality of her teaching and children's learning, such as supporting children's behaviour even more effectively. She monitors the quality of her assistants' interactions with children closely to ensure they provide consistently good standards of care and learning for children.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of children's developmental needs and interests. Overall, she and her assistants interact well in children's play to motivate them to learn and to help them make good progress. For example, children excitedly join in a bird hunting activity outside where they use binoculars to find hidden pictures of birds. They listen to the childminder's clues and suggestions to find the birds, and record their findings on paper. The childminder extends children's learning further, for example, by counting the birds children find as part of their mathematical development. The childminder and assistants support younger children's exploration well. For example, children enjoy feeling different textures in creative play and with books.

Personal development, behaviour and welfare are good

The childminder works efficiently with her assistants to meet children's care routines consistently. For example, they settle children peacefully at their sleep times. The childminder plans exciting activities to support children's needs and interests. For example, children who prefer to play outside draw and experiment with different materials and tools as part of their physical and creative development. The childminder helps younger children develop their balance and mobility safely to support their physical development. The childminder provides a lively play environment for children in which she encourages them to have fun and to value and respect one another.

Outcomes for children are good

Children develop the skills for their future learning and are well prepared to move on to school. For example, they are interested to learn and develop good independence and social skills. Older children listen well, communicate confidently and regularly learn new words. Children enjoy mathematical challenges and develop a good understanding of numbers. They enjoy stories and learn about sounds and letters.

Setting details

Unique reference number	EY292495
Local authority	Somerset
Inspection number	1092080
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	24
Name of registered person	
Date of previous inspection	26 February 2015
Telephone number	

The childminder registered in 2004. She lives in Langport, Somerset. The childminder regularly works with two assistants. The childminder offers care from 7am to 6pm on Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant qualification at level 3.

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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