Childminder report

Inspection date	6 December 2018
Previous inspection date	21 April 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 knows children well. She works closely with parents, gaining good information from them as children start at the setting. This helps her to meet children's care needs efficiently and to plan initial activities successfully.
- The childminder plans a wide range of activities, in and outside the setting, which support children's interests. Children are motivated to learn and stay focused on chosen activities. The childminder tracks children's progress effectively and they make good progress from their individual developmental starting points.
- The childminder uses her risk assessments well to provide children with a safe and secure environment.
- The childminder has strengthened her evaluation systems since the previous inspection. She seeks the views of parents and uses feedback well to improve practice, such as, providing parents with further information on their children's daily routines.
- On occasion, the childminder does not use all opportunities to support children's thinking to help them solve problems for themselves and communicate their ideas.
- The childminder misses some opportunities to support children's understanding of number, shape, space and measure.

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 opportunities that arise to help children to think of solutions, to test their ideas and to encourage their communication and language skills even further
- make better use of opportunities to support children's understanding of number, shape, space and measure.

Inspection activities

- The inspector observed the childminder's interactions with children as they played inside and discussed how she monitors children's progress.
- The inspector discussed with the childminder her understanding of the early years foundation stage requirements and how she evaluates her provision.
- The inspector considered the views of parents.
- The inspector sampled documentation, including policies and procedures.

Inspector
Rachael Williams

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder accurately records children's attendance and manages ratios well, ensuring she meet children's individual needs effectively. She attends regular training to ensure her understanding of her roles and responsibilities to protect children from harm. The childminder works closely with other childminders to share experiences and ideas, for example, to use story sacks to encourage children's listening. The childminder evaluates her provision well. For example, she has recently adapted how she monitors children's progress and has identified the need to develop partnerships with other early years settings children attend.

Quality of teaching, learning and assessment is good

The childminder provides a broad and balanced range of experiences to encourage children's learning. She knows what children can do and what they need to do next. The childminder considers changes in children's family life well. For example, she provides dolls for children who have new siblings. This helps them learn about how to care for them, such as, feeding and dressing them. Children make connections well, for instance, commenting that when they were a baby they had a bottle. Children remain focused on self-chosen activities. They develop good small-muscle skills as they construct. For example, they link small bricks together confidently to complete their design. Children enjoy familiar stories and sequence them well. They actively participate using the toys to match to the different creatures the mouse meets in the forest.

Personal development, behaviour and welfare are good

Children confidently explore a good range of age-appropriate toys and resources, which reflects their interests, and make decisions about their play. The childminder manages children's behaviour well. She provides clear explanations, for example, that the bricks are for all to play with and helps them to share equally. Children are helpful and are keen to complete tasks, such as, collecting the bowls after snack and placing them in the sink.

Outcomes for children are good

Children are confident and become independent, developing good skills to prepare them well for their future learning and eventual move on to school. Children show curiosity, for example, exploring how the magnetic ice creams fit to the cones. They show good imagination and are kind to each other, sharing the resources so that they can all play together. Children explore early writing, for example, writing their choices of flavour on a laminated sheet.

Setting details

Unique reference number	EY316072
Local authority	South Gloucestershire
Inspection number	10060692
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	21 April 2015

The childminder registered in 2005 and lives in Downend, South Gloucestershire. Childminding takes place between 7.30am and 5.30pm, from Monday to Friday, throughout the year. The childminder receives funding for the provision of free early education for children aged three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2018