

Childminder Report

Inspection date	14 December 2015
Previous inspection date	11 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 reflects well on the quality of her provision and includes the views of parents and children. This helps her to identify and target areas for improvement.
- Children behave well. The childminder is a good role model and promotes sharing, turn taking and good manners in daily activities and play.
- The childminder has a good understanding of how children learn. She completes regular assessments of children's learning and develops next steps in learning from her observations so that all children make good progress.
- Children have opportunities to develop social skills to help them with moving on to pre-school and school. For example, through visits to local groups, they learn to mix with and develop friendships with other children.
- The childminder plans activities from children's individual interests. Children concentrate and remain engaged in play for good periods of time, which supports them to gain the skills they need for future learning.

It is not yet outstanding because:

- The childminder misses opportunities to encourage children's exploration of written words to support their understanding that script has meaning.
- The childminder does not obtain information from parents on what children can already do when they first start so she can identify starting points in learning.

What the setting needs to do to improve further

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

- provide more opportunities for children to see written words during their play, to support their understanding that script has meaning
- strengthen partnerships with parents to gather information about what children can already do to identify starting points for children's learning.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector sampled a range of documents, including risk assessments, policies and the children's files.
- The inspector viewed the areas of the house that children use, and the toys and resources available.
- The inspector spoke with the childminder and children at convenient times, and discussed the childminder's self-evaluation.
- The inspector took into account the written views of parents.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

The childminder accesses a wide range of training to update her professional knowledge and skills. She uses her new learning well, such as by introducing a wider range of natural resources into the environment to support children's sensory exploration. The childminder monitors children's learning well and can easily identify if children need any additional support. She knows how to find appropriate help from other agencies if necessary. She meets regularly with other local childminders to share good practice ideas. Safeguarding is effective. The childminder has a good understanding of the requirements and of her responsibilities to promote children's welfare and protect them from harm. She completes regular training to help ensure she is confident in following procedures and knows who to contact if she has a concern.

Quality of teaching, learning and assessment is good

The qualified childminder provides a calm, stimulating and welcoming environment. She plays alongside children, extending their knowledge and understanding. The childminder promotes children's communication and language well. For instance, she introduces new words into children's vocabulary and they become confident communicators. The childminder provides exciting opportunities and activities that help children make good progress. For example, children enthusiastically explored how ice blocks quickly thawed when immersed in water to reveal toy figures of creatures that live in cold countries around the world. Children develop a good understanding of mathematical concepts. For instance, they talk confidently about halves when cutting food into two pieces and confidently name shapes they see in the environment.

Personal development, behaviour and welfare are good

The childminder helps children to learn about keeping themselves healthy. For example, they have regular opportunities to play outside in the fresh air and grow vegetables in the childminder's garden to take home and eat with their families. Children develop strong emotional attachments with the childminder. For instance, young children are very confident and secure to explore and know they can return to the childminder for comfort when needed. Children make independent choices and decisions. For example, they choose what they are going to eat for their lunch and take an active part in the preparation. Parents are very complimentary on the quality of care their children receive with the childminder. They comment positively on the support they receive with children's additional dietary requirements. Children learn about sharing and taking turns in activities, such as rolling a ball to each other.

Outcomes for children are good

All children make good progress and acquire the skills they need for their next stage in learning and for their move to pre-school and school.

Setting details

Unique reference number	EY330515
Local authority	South Gloucestershire
Inspection number	827327
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	6
Number of children on roll	7
Name of provider	
Date of previous inspection	11 February 2010
Telephone number	

The childminder registered in 2006. She lives in Downend, South Gloucestershire. The childminder holds a relevant early years qualification at level 3. She receives funding for the provision of free early education for children aged two, three and four years. She works all year round, Monday to Friday, from 7.45am to 6pm.

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