

Childminder Report

Inspection date

5 May 2017

Previous inspection date

7 January 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's good self-evaluation helps her to identify where she can make improvements, to maintain good quality outcomes for children. She monitors the impact of changes on children's learning well. For example, improving the garden to be accessible in all weathers encourages children to spend more time outdoors and be active all year round, having a positive benefit to their health.
- Children are happy, confident and have good self-esteem. They quickly establish strong, affectionate relationships with the childminder and they show through their behaviour that they feel emotionally secure.
- Children make good progress in learning. The childminder involves parents well in identifying what children know and can do when they first start to attend. Her assessments show how she monitors children's ongoing progress well, including achievements at home. Overall, her effective monitoring helps to identify and address any gaps in children's learning.

It is not yet outstanding because:

- At times, the childminder does not share information fully with all other early years providers that children attend, to strengthen consistency between settings, when planning for their future learning.
- Some activities to encourage older children's knowledge and understanding of how to use technology are not as challenging as they could be, to enhance their skills.

What the setting needs to do to improve further

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

- develop a more consistent approach to sharing information about children's progress with other settings that they attend
- provide more challenge for older children as they learn to use technology.

Inspection activities

- The inspector observed childminder and children engaged in learning activities.
- The inspector reviewed the effectiveness of the childminder's systems for monitoring children's progress and plan for future learning.
- The inspector reviewed required documentation, including safeguarding and child protection procedures, and assessed the childminder's knowledge of how to implement these.
- The inspector spoke to children and read feedback from parents.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

The childminder is committed to developing her knowledge and skills to further improve learning experiences for children. For example, attending training to better understand how to provide support for children who speak English as an additional language has increased her confidence in how to meet their individual needs. For instance, she makes better use of settling-in visits to gain more information from parents about their children's understanding and ability to communicate in English and build on this. Safeguarding is effective. The childminder has a good understanding of local procedures to safeguard children and protect them from harm, and what to do if she has any concerns.

Quality of teaching, learning and assessment is good

The childminder uses her observations of children well to plan activities that, overall, provide good levels of challenge. She has a thorough understanding of individual children's interests, which she uses well to keep them engaged and extend their learning. For example, she uses children's interest in marine mammals very well to encourage them to talk about the differences between seals, walruses and whales. She extends this further by encouraging children to look at the many different types of whales in a book, learning their names and identifying similarities and differences. The childminder plans effectively for different age groups. For example, older children use numbered bricks well to develop their counting skills. Toddlers use the bricks to build and knock down towers, helping to develop their physical coordination and sense of space.

Personal development, behaviour and welfare are good

Children are well behaved. Older children are consistently kind and considerate to younger children. For example, when they help themselves to a drink, they take care to offer their younger friends one as well. Children confidently help themselves from the wide range of resources available to extend and develop their own play. They understand the importance of safety, such as putting toys away when they have finished using them. For example, older children talk about safety, such as making sure the floor is uncluttered so that toddlers do not trip as they move around the playroom.

Outcomes for children are good

All children acquire skills that prepare them well for the next stage in their learning, including going to school. They are independent and learn to manage their own needs well. For example, toddlers enjoy dressing up, becoming familiar with different fastenings and develop their confidence as they try to do up the buttons and zips on their coats without help. Older children listen and pay attention well. They have good opportunities to develop social skills and confidence, such as in bigger groups of children.

Setting details

Unique reference number	EY342651
Local authority	Somerset
Inspection number	1092878
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	7 January 2015
Telephone number	

The childminder registered in 2006. She lives in Wellington, Somerset. She works Monday to Friday, all year, from 7.45am to 5.30pm. She provides funded early education for children aged two, three, and four years.

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