

Childminder Report

Inspection date

3 September 2015

Previous inspection date

11 July 2011

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 uses her qualifications to accurately assess children's progress and plan for their future learning. Consequently, children make good progress.
- The childminder has very good partnerships with parents and other professionals. She regularly shares information to help children settle, plan for their learning and help them cope with changes. This prepares children well to move into playgroup or school.
- The learning environment is stimulating and inviting. The childminder provides a wide range of resources. As a result, children are keen to join in and are motivated to learn.
- Children benefit from home-cooked food at snack times and mealtimes. They help the childminder on her allotment to grow the fruit and vegetables they use in the meals and learn how to make healthy choices.
- The childminder ensures she evaluates her practice with her co-childminder. She reflects on her practice and uses feedback from parents, children and her co-childminder to review what she does. This enables her to make continuous improvements for the benefit of children.

It is not yet outstanding because:

- Sometimes children forget that they need to listen and share with others when they play with favourite toys.
- The childminder has developed a book showing the full range of her resources, but she does not always use this to help all children make more choices in their play and learning. Consequently, they sometimes miss opportunities to learn in ways that meet their interests.

What the setting needs to do to improve further

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

- help children learn strategies to understand how to share and work together
- provide more opportunities to encourage children to make choices about resources and activities they want to use to further promote their learning.

Inspection activities

- The inspector observed children indoors and in the garden.
- The inspector spoke to children, the childminder and co-childminder at appropriate times during the inspection.
- The inspector took into account the views of parents from written letters seen during the inspection.
- The inspector sampled paperwork, including children's records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a clear vision of how she would like to improve her practice. She makes sure she uses her local authority advisor to keep her knowledge and understanding up to date. She evaluates her practice using an action plan to review what she provides and how she can improve. The childminder has a good understanding of how to keep children safe. She knows what to do in the event of concerns about a child. As a result, she keeps children safe. The childminder uses the internet and other training opportunities to improve her knowledge, understanding and skills. The childminder shares her knowledge with her co-childminder so they are well informed and plan specific training to improve their practice.

Quality of teaching, learning and assessment is good

The childminder uses her secure knowledge and understanding of how children learn to plan varied activities to support their learning. She observes children to assess their progress. Children learn about the world around them and caring for others. For example, the childminder provides children with opportunities to see changes in the natural environment. They make regular visits to the pond to see the frogspawn change into frogs. They look after the caterpillars and watch them become butterflies in the childminder's home. The childminder makes good use of questions and provides new words for the children. Consequently, they develop their language and learn to think for themselves and solve problems. For example, when playing with the castle, the children work out how to get the dolls out of the tower by listening to the instructions from the childminder.

Personal development, behaviour and welfare are good

The childminder has good relationships with parents. Parents acknowledge that they feel valued and work together with the childminder to promote their children's learning. The childminder shares information with parents regularly. Consequently, she knows children well so they settle quickly and make good progress. The childminder is a good role model. She sensitively intervenes when children have disputes over toys, reminding them they need to share. However, she does not always help children to manage their own disagreements. Overall, children learn about others' feelings and develop good self-esteem and confidence.

Outcomes for children are good

Children are confident and happy. They are motivated to learn and make good progress. Their communication and language is developing well. Children are well prepared for change and moving on to school because the childminder takes them to visit other playgroups and the school regularly.

Setting details

Unique reference number	EY356447
Local authority	Gloucestershire
Inspection number	835344
Type of provision	Childminder
Day care type	Childminder
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 July 2011
Telephone number	

The childminder registered 2007. She lives in the residential area of Tutshill in Chepstow, Gwent. The childminder works with a co-childminder. The childminder offers full- and part-time care, all year round, between 6.45am and 6pm each weekday, excluding bank holidays and holidays agreed in advance. Additional care is provided before and after school during school term times.

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