

Childminder report

Inspection date	10 January 2019
Previous inspection date	3 September 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 the children well which helps her meet their needs. For example, she quickly recognises the signs that a child is tired and ready for a sleep. She adapts the daily routine to accommodate this and meet their individual needs.
- Children benefit from challenging activities based on their interests. For example, the childminder identifies children who learn better outdoors and provides them with opportunities to access different areas of learning. Children take part in the outdoor activities with great enthusiasm.
- The childminder builds strong relationships with children and they have a secure attachment with her. They feel comfortable to continue exploring in the presence of unknown adults.
- Children learn about self-care and their well-being. The childminder explains why coats, gloves and hats are required in very cold weather and encourages young children to have a go at putting outdoor clothing on themselves.
- Parents are very positive about the care and education their children receive. They are particularly happy about how much their children enjoy their time at the setting, the range of resources available to them, and how friendly the childminder and her co-childminder are.
- Babies do not benefit from consistent verbal interactions with the childminder, to help them develop early communication and language skills.
- The childminder does not actively seek the views of parents to improve her self-evaluation in order to make further improvements to the quality of the provision.

What the setting needs to do to improve further

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

- improve verbal interactions with babies to help develop their early communication and language
- further improve the quality of the provision by taking steps to obtain the view of parents when self-evaluating.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke with children, the childminder and her co-childminder at convenient times during the inspection.
- The inspector sampled various documents, including children's learning records, accident records and relevant policies and procedures.
- The inspector and the childminder observed children during activities and discussed children's learning and progress.
- The inspector took account of parents' views.

Inspector
Champa Miah

Inspection findings

Effectiveness of leadership and management is good

The childminder works effectively with other professionals to ensure the best outcomes for children. She regularly shares written and verbal information with children's key person when they attend other early years settings. For example, she shares a communication book with a pre-school setting that some children also attend, which is completed daily. This ensures that all professionals are taking a consistent approach with children's care and education. Safeguarding is effective. The childminder has a good understanding of child protection issues and the procedure to follow if she has concerns about a child, and if she has concerns about the actions of her co-childminder. She has recently attended training that has further improved her understanding of child protection issues, as well as teaching children about life in modern Britain.

Quality of teaching, learning and assessment is good

The childminder has a wide variety of resources available that the children can access themselves. This enables children to choose what they would like to play with and keeps them happily engaged in an activity. When children first start, the childminder obtains important information from parents about what children can already do as well as their interests, in order to make swift initial assessments about children's stages of development. The childminder plans interesting activities to help young children with their speech and language development. For example, she carries out an activity where children pick out items from a bag relating to a nursery rhyme and she encourages them to sing along to the rhymes. She extends children's learning by introducing a book of nursery rhymes to engage them further.

Personal development, behaviour and welfare are good

Children benefit from the childminder and her co-childminder working well together and acting as good role models. Children learn good manners, such as sharing and turn taking. They display good behaviour and play cooperatively alongside each other. The childminder promotes younger children's independence well. She teaches them how to eat and drink by themselves and access toys that interest them, making choices in their play. They know the daily routine well and confidently tidy up the toys they are playing with, before moving on to different toys and activities.

Outcomes for children are good

Children make good progress in their learning and development. Children who make more than typical progress in their learning, continue to be challenged in their play, and are engaged in the activities provided. Older children benefit from the childminder's strong focus on preparing them for school. They learn essential skills, such as putting on their own coats independently, using table manners, and accessing the toilet. Children learn about the wider community. They go on regular outings to the library, supermarkets and the garden centre.

Setting details

Unique reference number	EY356447
Local authority	Gloucestershire
Inspection number	10060410
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	20
Date of previous inspection	3 September 2015

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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