

Childminder Report

Inspection date

3 September 2015

Previous inspection date

20 March 2012

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 continuously strives to improve her provision for children and their families. She actively seeks opportunities to extend her professional development and is eager to apply what she has learnt. Since the last inspection, she has gained Early Years Professional Status and Early Years Teacher Status, and has supported her assistant to achieve a recognised childcare qualification.
- The childminder has an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She successfully implements a range of policies and procedures to help keep children safe.
- The quality of teaching is consistently good, and some is outstanding. The childminder is motivated and enthusiastic in her teaching. She provides a good range of interesting and stimulating resources and activities. As a result, children are well-motivated and confident learners, and well prepared for their next stage in learning, such as starting playgroup or school.
- The childminder provides a caring and nurturing environment, particularly for younger babies. Children form strong attachments with her and her assistant, which promotes children's emotional well-being effectively.

It is not yet outstanding because:

- The childminder does not always use questions skilfully to fully promote learning. She does not always give children enough time to think and respond to questions. As a result, this does not help older children to form ideas and solve problems for themselves, and does not further encourage younger children's developing language skills.
- The childminder and her assistant do not always promote older children's growing independence by encouraging them to undertake suitable tasks as often as possible.

What the setting needs to do to improve further

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

- improve the quality of teaching for problem solving, communication and language by helping children to think for themselves and giving children time to respond to questions
- review the planning of daily routines to promote further older children's independence.

Inspection activities

- The inspector held discussions with the childminder and her assistant at appropriate times during the inspection.
- The inspector observed activities and adult interactions with children in the home and the garden.
- The inspector looked at documentation, including a sample of children's records, and checked the suitability of the childminder and her assistant to be with children.
- The inspector took account of the views of children, a parent spoken to on the day of the inspection, and those of other parents through reviewing documents. The inspector discussed the childminder's self-evaluation with her.
- The inspector carried out a joint observation with the childminder.

Inspector

Jan Harvey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder ensures that parents are aware of her responsibilities as she shares her policies and procedures with them when their children start. The childminder works closely and effectively with her assistant to promote children's learning and welfare. She uses supervision and coaching to raise further her assistant's practice. The childminder uses a range of systems, such as a recognised quality assurance scheme and parents' questionnaires to evaluate and improve her provision. For example, she is currently revamping the outdoor play space to offer children a greater range of play experiences. She has successfully addressed recommendations from the last inspection. She uses additional resources and incorporates activities linked to mathematical concepts in play and daily routines to promote children's understanding of mathematics. The childminder has strengthened links with other settings that children attend to ensure consistency of care and learning needs. The childminder attends training and workshops to update her knowledge and skills.

Quality of teaching, learning and assessment is good

The highly qualified childminder uses effective observations and assessments to plan for children's learning and development. She monitors children's progress consistently to ensure all children make good progress and acts rapidly if there are development concerns. The childminder and her assistant offer a wide range of interesting opportunities for children to explore different textures, such as paint and jelly, to support their physical development and creative skills. The childminder consistently makes the most of opportunities for children to follow their own ideas. For example, when children are interested in a story, she extends the activity by adding more resources for imaginary play. The childminder uses these opportunities well to develop children's language.

Personal development, behaviour and welfare are good

The childminder and her assistant make parents and children feel very welcome. They make time to talk with parents about their children's care needs and about what their children have been doing. This enables them to provide consistent care and to use new interests to extend children's learning. The childminder provides an extensive range of well-chosen resources to meet the different stages of development and varying interests of children. Children are happy and well occupied. They receive lots of praise and encouragement and, consequently, behave well. They learn to share, and respect their toys and each other.

Outcomes for children are good

All children make good progress in their learning from their starting points; they are achieving typical levels of development. They develop an understanding of risk, and of how to keep themselves safe.

Setting details

Unique reference number	EY359621
Local authority	Gloucestershire
Inspection number	835416
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	20 March 2012
Telephone number	

The childminder registered in 2007. She lives on the outskirts of Cheltenham, Gloucester. The childminder provides care throughout the year from 7.30am to 6pm. The childminder holds Early Years Professional Status and Early Years Teacher Status. The childminder works with an assistant who holds a relevant qualification at level 3. The childminder receives funding for the provision of free early education for children aged two, three and four years.

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