

Childminder Report

Inspection date

14 March 2018

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 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 completes detailed observations and assessments to aid planning and help her support children's individual learning needs effectively. Children make good progress in their learning.
- Children enjoy their time at the childminder's home. They are motivated and take great delight in making their own choices of what they would like to play with next. The childminder offers a range of stimulating, exciting activities for young children to develop their imagination and physical development.
- The childminder evaluates her practice regularly and she has successfully addressed the recommendations from her last inspection. She has clearly identified areas for development to help maintain the high standards and outcomes for children.
- Effective partnerships with parents enable the exchange of information daily at the end of children's day. Parents' comments praise the care provided by the childminder.

It is not yet outstanding because:

- Although the childminder has started to make links with the other early years settings children attend, she has not engaged with them fully to enable a shared approach to children's learning.
- The childminder misses opportunities to extend children's mathematical understanding even further, in particular their problem-solving skills.

What the setting needs to do to improve further

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

- extend partnerships with other early years settings that children attend to fully support and complement children's care and learning experiences
- increase opportunities to support children's problem-solving skills and mathematical understanding even further.

Inspection activities

- The inspector observed activities and the childminder and her co-childminder's interactions with children.
- The inspector spoke to the childminder, co-childminder and children at appropriate times during the inspection.
- The inspector checked and discussed evidence of the suitability of all adults living or working on the premises and checked the qualifications of the childminder.
- The inspector took the views of parents into account from information gathered by the childminder.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and the childminder's other written policies and procedures.

Inspector

Hilary Tierney

Inspection findings

Effectiveness of the leadership and management is good

The childminder is committed to maintaining her professional development. Together with her co-childminder, she regularly attends training to help her maintain the good standards of teaching. For example, the childminder commented on how useful recent training on how to communicate better with children had been. Safeguarding is effective. The childminder has a good understanding and awareness of safeguarding procedures. She is clear about the procedures to follow should she have any concerns about a child's welfare. The childminder has a very clear understanding of the importance of monitoring children's non-attendance.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She has high expectations of what the children can do. The childminder supports children's language skills well. She talks to children and interacts well with them, repeating words children say, to help reinforce with them the correct way to pronounce words. The childminder supports children's growing mathematical understanding. She helps children count items confidently. Children enjoy taking part in reading stories and using story sacks with the childminder. They sit fully engaged in the activity.

Personal development, behaviour and welfare are good

The childminder has a calm, caring approach towards the children. She supports children's emotional needs effectively, such as offering reassurance to those children who need extra support. The childminder and her co-childminder are good role models. They treat children with respect. The childminder effectively supports children's understanding and awareness of good personal hygiene practices, such as washing hands after being outside. Children behave well and sit extremely well during mealtimes. They are sociable and chat happily with the childminder and her co-childminder during lunchtime about what they saw on an outing. For example, they talk about the frogs they saw in the pond as they learn about the world around them. Children enjoy developing their physical skills, such as when they play outside with ride-on toys, climb and use the slide.

Outcomes for children are good

Children are prepared well for their next stages in their learning or move to school. Children demonstrate they are happy, confident, and comfortable in the childminder's company. Children enjoy exploring the outside play space, where they find worms and bugs and sing songs about the animals they find. Children make choices about what they would like to do next; for example, when they use building bricks to build towers, supporting their mathematical awareness.

Setting details

Unique reference number	EY359621
Local authority	Gloucestershire
Inspection number	1129978
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	3 September 2015
Telephone number	

The childminder registered in 2007. She lives on the outskirts of Cheltenham, Gloucestershire. The childminder's core hours of work are 7.30am to 6pm from Monday to Friday all year round. She works with another childminder. The childminder receives funding for the provision of free early education for children aged two, three and four years.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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