

Childminder report

Inspection date	13 September 2018
Previous inspection date	16 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

The provision is good

- The childminder provides children with a stimulating environment, indoors and outside in her garden. They have lots of choice and easy access to a wide variety of activities, toys and resources, motivating them to explore and follow their interests.
- The childminder builds warm and close relationships with children. She takes the time to get to know them and makes them feel welcome and happy in her home.
- Children make good progress. The childminder observes children's play and exploration and assesses their achievements. She plans focused support to help close any gaps in children's learning and extend their development.
- Children are offered a wide range of opportunities to explore their local community. For example, the childminder takes them on trips to local groups, and to play with other children of their own age. They visit playgrounds, borrow books during library visits and enjoy trips further afield, such as to National Trust parks.
- The childminder links with other local childminders to discuss and share good practice and to obtain ideas to develop her provision. She undertakes mandatory and some additional training, such as to gain further understanding of ways to support the observed patterns in children's play.

It is not yet outstanding because:

- At times, the childminder does not give young children time to practise copying new speech sounds and words, to develop their language skills as much as possible.
- The childminder does not consistently share information on children's next steps with parents, to support a consistent approach to all aspects of children's learning.

What the setting needs to do to improve further

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

- give children more time to listen and respond to role modelled speech and practise using new words and sounds
- extend the sharing of information with parents, to ensure children receive a consistent approach to all aspects of their learning.

Inspection activities

- The inspector viewed the areas used for childminding. She spoke with the children and childminder at appropriate times throughout the inspection.
- The inspector sampled documentation including, the suitability and qualifications of the childminder, policies and procedures, children's development records and planning.
- The inspector observed the children and the childminder. She evaluated the effectiveness of an activity with the childminder.
- The inspector took account of the views of parents spoken with on the day and their written views by reading comments in questionnaires and letters.
- The inspector discussed the childminder's risk assessments and her self-evaluation process.

Inspector

Rachel Howell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder closely monitors children as they play. She carries out thorough risk assessments on her home and when on outings, to help maintain children's safety and security. She knows what action to take if she were to have any concerns about a child's safety or well-being. The childminder has positive relationships with parents. She keeps them informed about the activities their children are involved in during the day and gives them details of children's learning and progress. The childminder is motivated to develop her service. She evaluates the activities she provides, reviews her daily practice and identifies appropriate ways to improve her provision and the outcomes for children.

Quality of teaching, learning and assessment is good

The childminder offers children praise and encouragement as they explore activities in new ways. Young children try-out and test their ideas. For example, they enjoy pulling apart long lengths of connected blocks and taking the tops off colouring pens. The childminder gets down to the children's level and plays alongside them. She discusses colour and shape with the children, suggests possible techniques and role models further ideas. Children are inspired and motivated to explore further. They concentrate and develop their hand-to-eye coordination really well. For instance, they add and then push blocks down, to connect them to a small platform the childminder has built. They line up the pen and lid successfully with the childminder's steadying hand to help and then push the lid back on firmly.

Personal development, behaviour and welfare are good

Young children learn right from wrong and are really well behaved. The childminder supports them to be independent from a young age as they make their own choices throughout the day. She is always mindful of children's safety and patiently helps them to recognise risks and hazards, such as during their use of spades in the sand area and when negotiating the ladder on the climbing frame. They listen and respond to instructions and think about their actions really well for their age. The childminder fosters young children's curiosity well and takes the time to help children notice interesting features of the world around them. For example, they find a snail near the sand pit. Young children are fascinated to watch it move. The childminder is close by to reassure them and teach them respect for other living things.

Outcomes for children are good

Young children have lots of opportunities to develop their coordination skills. They spend time exploring different methods and show really good perseverance for their age. For example, they make marks with pens, empty and fill different containers, use water spray bottles and negotiate steps and different levels around the childminder's home and garden. Children's self-confidence and independence is developing very well. They make choices, lead their own exploration and concentrate well on things that interest them. They are well prepared for the next stage in their learning and their eventual move on to pre-school or school.

Setting details

Unique reference number	EY393529
Local authority	Bath and North East Somerset Council
Inspection number	10061479
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	3
Number of children on roll	12
Date of previous inspection	16 September 2015

The childminder registered in 2009 and lives in Weston, Bath. She operates all year round from 7.30am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded early education for children aged three- and four-years.

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