

Childminder report

Inspection date	27 November 2018
Previous inspection date	20 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 has used evaluations of the provision well to make good improvements since her previous inspection. For example, she ensures that she is aware of who has parental responsibility for the children to protect them from harm.
- The childminder uses her training and research well to improve her professional skills. For example, she has identified how children learn and uses this, alongside her knowledge of their interests, to influence her planning and provide a range of resources to stimulate learning. Children make good progress from their individual starting points.
- Children explore confidently, making choices about their play. The childminder interacts well, for example, to show children how to use unfamiliar resources so that they can investigate further on their own.
- The childminder uses her risk assessments well to provide children with a safe and secure environment to explore. She reminds young children of possible dangers, such as climbing on boxes, to help them understand how to keep themselves safe.
- The childminder does not encourage parents and other early years settings children attend to consistently share information about children's learning to support her further when planning activities and experiences.
- The childminder misses some opportunities to support young children's understanding of number, shape and measure.

What the setting needs to do to improve further

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

- gather more consistent information from all parents about their children's learning at home to influence future planning
- develop further partnerships with other early years settings to maintain continuity in children's care, learning and development
- make better use of opportunities that arise to help young children become familiar with mathematical language relating to number, shape and size.

Inspection activities

- The inspector observed the childminder's interactions with children as they played inside.
- The inspector discussed the childminder's understanding of the early years foundation stage requirements and how she evaluates the provision.
- The inspector sampled documentation, including children's assessment records, policies and procedures.
- The inspector considered the written views of parents and children.

Inspector

Rachael Williams

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has good understanding of her responsibilities to protect children and to report any concerns she has about a child's welfare. She follows her policies and procedures effectively. For example, she has detailed information on who may collect the children and has met those who are authorised to do so. The childminder uses self-evaluation well. She has regular discussions with early years professionals to support her further in developing her skills, such as using gestures and actions to support young children's understanding of expectations. She attends regular training and is currently looking at ways to implement more sensory play into children's learning.

Quality of teaching, learning and assessment is good

The childminder assesses and monitors children's progress well. She provides a balanced range of experiences across all areas of learning. She plans opportunities to support children's different ways of learning. For example, as young children enjoy emptying and refilling containers the childminder provides good commentary to their actions to help build their communication and language skills effectively. Children play imaginatively and begin to make connections with their own experiences. For example, children choose to play with the toy fruit and understand that they need to use the knife to separate the two halves.

Personal development, behaviour and welfare are good

The childminder supports children's emotional well-being effectively. There is a good exchange of information with parents as children start with the childminder, to help in the settling in process and to meet their individual care needs. For example, the childminder attends a toddler group with parents and children to provide support for children's social interactions. Children build relationships well with a supportive childminder. For example, they initiate games where they reach and touch the childminder through the windows of the playhouse.

Outcomes for children are good

Children gain the skills they require for their future learning and their eventual move to school. Children show interest in how things work. For instance, young children copy movements to initiate sounds and show excitement when they realise that their actions have caused an effect. Children persevere in tasks. They construct well, showing good hand-to-eye coordination as they link building bricks together.

Setting details

Unique reference number	EY419136
Local authority	South Gloucestershire
Inspection number	10084738
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	6
Number of children on roll	16
Date of previous inspection	20 September 2017

The childminder registered in 2010 and lives in Emersons Green, South Gloucestershire. The childminding service operates all year round from 6.30am to 6.30pm, Monday to Friday. The childminder is registered to provide overnight care.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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