

Childminder Report

Inspection date	13 October 2015
Previous inspection date	20 July 2011

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 makes the most of different training opportunities to develop her knowledge to help her plan to meet the different needs of children well. Children benefit from interventions and activities that help them to learn and close gaps in their achievements.
- Children learn to cope with changes and learn about others to prepare them for moving on in their learning and school. For example, children visit other settings, local play parks, wildlife centres and go to the local school with the childminder.
- Good partnerships with parents and other professionals, and regular sharing of information, mean that the childminder is aware of children's starting points and individual needs. Children experience consistently good quality learning opportunities that help them make good progress and support their self-esteem and confidence.
- The environment is welcoming and stimulating, with plenty of resources available to the children. They show independence in choosing what they wish to use and they are eager to join in with different activities.

It is not yet outstanding because:

- The childminder sometimes describes why her practice is good, but misses some opportunities to examine exactly what is working well with the children and what could be further improved to benefit them.
- Children do not often have many opportunities to experiment with and develop their skills in using a variety of different technology resources.

What the setting needs to do to improve further

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

- develop evaluations of practice to clearly show the benefits of any improvements identified for the children
- develop opportunities further for children to explore and learn to use a variety of different technology resources.

Inspection activities

- The inspector observed children indoors and in the garden.
- The inspector took into account the views of parents spoken to during the inspection and from written reviews.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to children, the childminder and co-childminder at appropriate times during the inspection.
- The inspector sampled paperwork, including the childminder's self-evaluation form and children's records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is good

The childminder understands well how children learn and develop, which helps her to plan learning opportunities so children make good progress. She uses information from training courses to keep children safe and makes sure that she shares new information with others. Safeguarding is effective. The childminder uses information from parents, her co-childminder, assistant and children to think about what she does well and about changes she may make in her practice. She uses different ways to promote children's understanding about how others think, talk and feel. For example, she talks with children about what they believe and shares words in different languages, using dual language books or information provided by parents.

Quality of teaching, learning and assessment is good

The childminder uses her training, knowledge and understanding of how children learn to assess and monitor their progress. She provides experiences that meet their needs and preferences. She uses children's interests to promote language and mathematical learning. For example, children enjoy chasing bubbles in the garden. The childminder encourages children to count the number of bubbles as they make and catch them. She teaches children about colours, such as by asking them to pass her the different coloured and shaped wooden blocks as they pick them up. The childminder asks the children questions and repeats words correctly for them. Children are starting to copy and repeat words and are developing good speech and language.

Personal development, behaviour and welfare are good

The children bring in different fruits to share at snack time and help the childminder to prepare them. She talks with the children about healthy eating so they learn how to make good choices about the food they eat, for example. The childminder is a good role model for the children, reminding them to share and take turns, such as with a toy car. Children's behaviour is good. Children develop their physical and imaginative skills using scooters, filling buckets with sand and cooking pretend meals for the childminder. Children share and take turns, respecting each other. For example, when using the bubbles, one child asks if another wants a turn at making them and accepts when they say 'No'.

Outcomes for children are good

Children are happy and learning well. They make good progress with their language as the childminder uses different ways to promote this, such as by asking questions, taking turns in conversation, looking at books and extending sentences. Children are starting to become more independent, helping to prepare the snack and getting their own drinks. They gain valuable skills in preparation for their next stage in learning, including school.

Setting details

Unique reference number	EY423639
Local authority	Gloucestershire
Inspection number	823026
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	20 July 2011
Telephone number	

The childminder was registered in 2011. The childminder offers childcare before, during and after school, and in school holidays. She minds at the premises of her co-childminder in the Hatherley area of Cheltenham, Gloucestershire. The childminder provides a drop off and collection service from the local primary schools and playgroups. She provides places for children aged two, three and four years in receipt of funded early education.

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Piccadilly Gate
Store St
Manchester
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