

# Childminder Report

**Inspection date**

3 August 2016

Previous inspection date

20 June 2013

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|---------------------------------------------------------------|-------------------------|--------------|----------|
|                                                               | Previous inspection:    | Satisfactory | 3        |
| 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

- Children are happy, settled and confident in the childminder's care. They are polite, behave well and form close, warm relationships with the childminder and one another.
- The childminder has successfully addressed the actions and recommendations raised at the previous inspection. She plans a range of exciting activities and experiences according to children's individual needs. All children make good progress.
- The childminder updates her skills and knowledge well to develop her practice and support positive outcomes for children, for example, in their outdoor play.
- The childminder teaches the children how to stay healthy. For example, she talks to them about healthy foods as they pick home-grown fruits and vegetables for lunch, and they follow thorough hygiene routines.
- Children make choices in their play, with easy access to a good range of resources, helping them to follow their own ideas and become independent.

### It is not yet outstanding because:

- Some art activities that the childminder plans do not always challenge older children further, to allow them to do and try more things for themselves.
- Occasionally, the childminder does not use the correct words to name things and objects when talking to the children, to help them hear and use the correct words, and support their communication and language skills.

## What the setting needs to do to improve further

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

- adapt art activities to provide further challenge for older children
- help children to hear and use the correct words to identify things and objects, to develop their language skills further.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's records and the childminder's policies.
- The inspector and the childminder observed children during an activity and completed a follow-up discussion about children's learning and progress.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' views, from their written comments.

### Inspector

Michelle Tuck

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of the procedures to follow should she have any concerns about a child's welfare. She monitors children's progress effectively to help identify any gaps in their development quickly and plan activities to help children progress well. The childminder has effective partnerships with parents. She shares good information with them and encourages them to provide information about activities that have taken place at home, to support her planning for children's continued learning. There are effective partnerships with other early years providers to ensure consistent care and learning experiences for children. The childminder uses self-evaluation successfully to identify areas for improvement. For example, she has rearranged resources in the playroom so that children make better use of what is available.

### Quality of teaching, learning and assessment is good

The childminder knows the children well. She regularly observes and assesses them as they engage in activities, and plans well for their next steps in learning. The childminder asks the children questions which encourage them to think. For example, how they can stop the cereals falling off the end of a pipe cleaner as they make birdfeeders for the garden. Overall, the childminder supports children's communication and language skills well. For example, she introduces new words to them, such as 'phoenix', as they talk about and make pictures of birds. The childminder supports children's early mathematical skills well. She talks about odd and even numbers, and counts with children as they sort bricks and build towers.

### Personal development, behaviour and welfare are good

The childminder provides a warm and nurturing environment, which supports children's emotional well-being successfully. She thoroughly risk assesses the environment and the outings she takes with the children so that they can explore and investigate their surroundings safely. Children benefit from daily opportunities to play outdoors and engage in physical exercise. They play in the childminder's garden, go on regular walks and meet other children at groups with her. Children develop good social skills. The childminder gives children lots of praise and encouragement for their efforts and achievements, successfully boosting their confidence and self-esteem.

### Outcomes for children are good

Children gain the necessary skills needed in preparation for the next stage in learning and school. For example, they use the bathroom independently, put on their shoes for outside play and make free play choices. Children listen well and follow instructions. For example, they help to tidy away the toys and clean the table ready for snack time.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY442941                                                                          |
| <b>Local authority</b>             | Somerset                                                                          |
| <b>Inspection number</b>           | 1049532                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 4                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 20 June 2013                                                                      |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2012 and lives in Frome, Somerset. She offers care all day on Monday, Wednesday, Thursday and Friday throughout the year, except for Christmas and bank holidays.

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