

Childminder Report

Inspection date

26 April 2018

Previous inspection date

4 June 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

- Children benefit greatly from outdoor activities and gain confidence in their abilities. They learn about healthy lifestyles, how to explore nature and are keen to feed the animals and learn how to care for them.
- The childminder supports children's emotional well-being effectively. Children build strong bonds with a childminder who knows them well. The childminder works closely with parents to ensure she meets children's care needs successfully, such as individual healthcare plans.
- The childminder has a good knowledge of children's interests and next learning steps. She uses this information to monitor children's progress effectively and plan stimulating experiences. Children make good progress from their individual starting points.
- The childminder evaluates her provision effectively and knows how to improve outcomes for children. For example, she has extended outside resources to encourage children's imagination and creativity.

It is not yet outstanding because:

- The childminder does not consistently provide children with explanations to help them understand expectations and safe practices even further.
- Although the childminder has made some improvements to share information about children's learning, she has not embedded them fully to enable consistency in planning future activities.

What the setting needs to do to improve further

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

- develop further children's understanding of expectations and safe practices to support their awareness even further
- continue to persevere in the development of methods to share information about children's learning when they attend another early years setting.

Inspection activities

- The inspector observed the childminder's interactions with children, and discussed children's learning as they played inside and outside.
- The inspector spoke with the childminder about her understanding of the early years foundation stage requirements and how she evaluates her provision.
- The inspector sampled documentation, including policies and procedures.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder maintains effective procedures to secure data and maintain privacy on social media. She uses her risk assessments successfully to provide children with a safe and secure environment. The childminder knows the procedure to follow should she have a concern about a child's welfare. The childminder uses training, research and discussions with other early years providers well to develop her professional skills. For example, she has improved experiences to reflect the different ways children learn, especially for those children who learn better outdoors. The childminder encourages parents to share children's achievements at home so that she can build on their learning.

Quality of teaching, learning and assessment is good

Children participate enthusiastically in activities. For example, they use technology successfully to choose favourite songs. Children are creative. For instance, they use familiar lyrics to make up their own songs and use different voices to show different characters and emotions. The childminder makes good use of these opportunities to help children learn early calculation skills, such as encouraging them to count how many ducks remain. The childminder supports children's communication and language skills well. She constantly engages children in conversations and commentates on their actions to build their vocabulary successfully.

Personal development, behaviour and welfare are good

Children have a good sense of belonging within a homely environment. They understand familiar routines and become independent, such as helping to tidy away and finding their boots for outdoor play. The childminder supports children well to manage their behaviour, such as offering choices and alternatives. She helps children begin to understand about hygiene practices. For example, she encourages children to 'catch their cough' and blow their noses on tissues. Children have excellent opportunities to learn to care for the childminder's animals. They squeal with delight as they feed the ducks, and demonstrate awe and wonder as they explore similarities and differences.

Outcomes for children are good

Well-motivated children achieve well and gain the skills they require for their next steps in learning. Children are inquisitive. For example, they show interest in how the childminder creates bubbles when she adds water to a mix, and copy her actions to show their understanding of the process. Children explore early writing, such as using chalks on the patio, and talk about the different marks they make. Children show respect for living things. They listen well to instructions and understand, for example, that they do not follow the ducks when they decide to move to the lower level of the garden.

Setting details

Unique reference number	EY450920
Local authority	Gloucestershire
Inspection number	1095372
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	4 June 2015
Telephone number	

The childminder registered in 2012. She lives in Wotton-Under-Edge, Gloucestershire. The childminding service operates Monday to Thursday, term time only.

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