

# Childminder Report

## Inspection date

1 June 2015

Previous inspection date

6 April 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children develop strong social skills and form good relationships with the childminder and their friends. They have a strong sense of belonging and learn how to behave well due to the childminder's clear and consistent expectations and boundaries.
- The childminder provides a wide range of activities that reflect children's individual interests, and learning and development needs. This means that children are keen to be involved and make good progress in all areas of their learning.
- The childminder works closely with other pre-schools and professionals to provide children with consistent support to meet their individual needs.
- The childminder ensures that her assistants have a good understanding of their roles and responsibilities and are suitable to work with children. She completes an induction for each of them and includes them in effective staff meetings for all childminders and assistants to share information and knowledge to develop expertise. This helps to ensure they are consistent in their approach.
- The childminder places a high priority on keeping children safe. The premises are secure and safety is reviewed daily through risk assessments. Effective use of documentation, such as accident and medication records, helps to protect children's welfare.

### It is not yet outstanding because:

- Parents do not receive enough detailed information about how the childminder intends to support children in taking the next steps in their learning to encourage them to be more involved in supporting children's learning at home.

## What the setting needs to do to improve further

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

- provide parents with more detailed information about the next steps in children's learning to involve them more in children's development and supporting progress at home.

### Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation and a sample of other documentation including policies and procedures.
- The inspector took account of the written views of parents and the provider's self-evaluation.
- The inspector observed the childminder's arrangements for working with her co-childminders and discussed arrangements for working with assistants.

### Inspector

Samantha Powis

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children enjoy their time in the childminder's welcoming family home. They are keen to take part in activities that reflect their individual interests and learning needs. They show a keen interest in books and listen well to stories. The childminder points to the words as she reads and encourages children to add their own words to the stories. This helps children to learn how books are read and increases their awareness of rhymes and letter sounds. They join in enthusiastically with action songs, gaining confidence to speak out. The childminder uses some simple sign language with all the children to help them communicate their needs in different ways. The childminder monitors children's progress and development well. She meets with parents to share information and learn about children's progress at home. She identifies children's next steps and shares this information with her co-childminders and assistants. This helps them to plan activities and provide appropriate support for each child.

### **The contribution of the early years provision to the well-being of children is good**

Children are confident and settle well with the childminder who implements good strategies to value their individuality. She uses their creative work and photographs to decorate the walls of the playroom. Following a training session, the childminder ensures that all the children have their own bag to keep items and photographs from home. Children talk confidently about members of their family and about their home lives. This makes children feel proud of who they are and also increases their respect and understanding of others. The childminder encourages children to be increasingly independent, such as putting on their shoes before going outside to play. This helps to prepare them well for the next stage in their learning. The childminder reviews safety daily and takes effective steps to ensure children's safety on outings, such as everyone wearing high-visibility jackets when they go on walks in the village. The childminder helps children to learn good routines to keep themselves healthy, such as encouraging them to wash their hands and discussing healthy choices in their lunch boxes.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder meets regularly with her co-childminders and assistants. They discuss policies and procedures, which are updated to reflect changes in their practice or legal requirements. The childminder has a confident awareness of her role and responsibility to safeguard children and the procedures to follow if she has concerns. She seeks feedback from children and families to help evaluate her practice and identify areas for further improvement. Parents state that they value the reliable and flexible service that the childminders and their assistants offer. They report that children are very happy and keen to attend.

## Setting details

<b>Unique reference number</b>	EY274279
<b>Local authority</b>	Somerset
<b>Inspection number</b>	847181
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	6 April 2011
<b>Telephone number</b>	

The childminder registered in 2003. She lives in the village of Stembridge, in Somerset. She regularly works with co-childminders and assistants. The childminder provides care Monday to Friday all year around and may care for children at weekends and overnight if required. The childminder has a level 3 qualification in childcare and is accredited to receive government funding for free nursery education for two-, three- and four-year-olds.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

