

# Childminder Report

<b>Inspection date</b>	10 July 2015
Previous inspection date	13 January 2010

<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

- The childminder forms extremely strong bonds with the children. Children thrive because she responds quickly to comfort and reassure them. This means children are happy and very well settled.
- Children develop very good communication and language skills. The childminder consistently models language and teaches children to understand and use new words.
- The childminder completes regular observations of the children and uses the information effectively to plan for their next stages of development. She uses assessment well to monitor their progress and address any gaps in their learning. As a result, children make good progress in their learning.
- The childminder provides a safe and secure environment for children to play in. She has a good understanding of safeguarding procedures and of her role in protecting children from harm. She attends training, which keeps her knowledge up to date.
- Parents are well informed about their children's achievements and daily experiences. They see their children's development records on a regular basis and are encouraged to contribute by adding their own observations of children's experiences at home. This promotes continuity for the children's learning and development.

### It is not yet outstanding because:

- The childminder does not store some toys and resources well to enable children to make decisions about what they want to play with without adult support.
- The childminder does not work effectively with parents to provide children with consistent messages about eating and drinking healthily as part of their learning to lead a healthy lifestyle.

## What the setting needs to do to improve further

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

- improve the organisation of toys and resources to enable younger children to make decisions about what they want to play with
- work more effectively with parents to provide children with consistent messages about healthy eating and leading healthy lifestyles.

### Inspection activities

- The inspector observed children's activities and their interactions with the childminder inside and in the childminder's garden.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at a sample of documentation that included policies, procedures, self-evaluation documents and children's records.
- The inspector took account of parents' views obtained from letters written for the inspection.

### Inspector

Tracy Hughes

## Inspection findings

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

The childminder has a good understanding of the learning and development requirements. She knows the children extremely well and recognises their strengths and areas where they need more support. This enables her to plan for, and meet, their individual needs effectively using resources that interest and stimulate their learning. The childminder provides skilful support for children to learn about numbers and mathematical ideas. She regularly counts with them and plans activities for older children to solve number problems and learn about measurement. The childminder makes very good use of discussions and questions to extend children's thinking and increase their knowledge of the world around them. For example, when children find snails in the garden, the childminder encourages them to look closely at the patterns on the shells and teaches them to handle creatures carefully. The childminder provides good quality resources, which promotes children's interest in books and stories. Children use their imaginations well and put on puppet shows to re-enact their favourite stories.

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

The childminder gets fully involved in children's play, offering lots of praise and encouragement. This helps them to gain the confidence to 'have a go' and to explore their surroundings. Children behave very well. The childminder encourages them to be kind to each other and they learn to share her attention because she skilfully involves older children and younger ones in each other's activities. For example, when younger children play with the bricks, she involves the older ones in teaching them to count. Children enjoy taking on this responsibility, which promotes their self-esteem. Children have many opportunities to be active as they play outdoors in the garden and on regular outings and nature walks. The childminder teaches children about sun safety when they play in the garden, reminding them to keep their hats on. This helps them to learn how to look after their own health. The childminder encourages younger children to feed themselves and older children are encouraged to manage some of their own care needs.

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

The childminder is enthusiastic and committed to improving her practice. She acts on feedback from parents and uses ideas gained at conferences, information from other professionals and training to reflect on her own practice and make changes. This benefits children's learning; for example, following training, the childminder has improved how she extends children's physical skills. The childminder takes children to children's groups, which helps them learn to socialise with children they are not as familiar with, preparing them well for future learning. She actively makes contact with the schools that children move on to, which helps children to settle well when they first start.

## Setting details

<b>Unique reference number</b>	EY397741
<b>Local authority</b>	Somerset
<b>Inspection number</b>	830828
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 January 2010
<b>Telephone number</b>	

The childminder registered in 2009. She lives with her husband and two children in Yeovil, Somerset. The childminder holds an early years qualification at level 3. She provides full day care for children throughout the year.

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

