

Childminder Report

Inspection date	10 May 2016
Previous inspection date	20 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Following her last inspection the childminder has attended regular relevant training, sought advice and implemented new systems to improve the quality of her provision.
- The childminder has good assessment systems. She tracks children's development well to identify any gaps in their learning and provide any additional support. She plans a wide range of activities and experiences to promote children's individual development needs. Children make good progress from their starting points.
- The childminder provides a calm role model. Children have good relationships and understand her expectations. Older children help to tidy up independently, are polite and behave well.
- The childminder organises her premises and resources effectively. Children make independent choices and become active learners.
- Children are happy and settled in the childminder's home. She meets their physical and emotional needs well. Older children are confident to see to their personal needs independently. Children develop a good understanding of people's differences.

It is not yet outstanding because:

- The childminder does not use self-evaluation rigorously enough to drive improvement even further.
- The childminder sometimes misses opportunities to help children follow and test their ideas.

What the setting needs to do to improve further

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

- extend the use of self-evaluation systems to more accurately identify specific actions to continue to drive improvements, and improve outcomes for children to the highest level
- help children to follow their ideas and enable them to solve problems.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with the childminder and carried out a joint observation.
- The inspector checked the safety of the premises and safeguarding information.
- The inspector took account of the childminder's improvement plan and feedback from parents.
- The inspector sampled documentation, including policies and procedures, and children's development records.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder carries out good risk assessments and takes appropriate action to minimise hazards to children. For example, she uses door jammers so that children can move independently around the premises without the risk of trapping their fingers. The childminder has a good understanding of the procedures to follow should a child be at risk of harm. Following her last inspection, the childminder has implemented some effective systems to meet requirements to a good standard. For example, she now contacts other early years providers and is proactive in sharing information to provide consistent care and learning. She has revised the information she gains from parents on children's starting points, which helps her to plan for their individual needs as soon as they start with her.

Quality of teaching, learning and assessment is good

The childminder makes learning fun. She observes children well and knows when to provide additional support to move their learning on. The childminder extends children's mathematical skills. For example, she helps older children count how many ice cubes they have of different colours in each set and find out which has the most. She helps them notice rhyming words and to think of more themselves. The childminder supports children in developing their natural curiosity and desire to explore effectively. Children learn through trial and error and are motivated to continue persevering with new skills.

Personal development, behaviour and welfare are good

Children soon settle and happily part from their parents for a cuddle with the childminder. The childminder encourages children to talk about their feelings; what makes them happy and things they don't like. Children develop a good understanding that people have different opinions. The childminder encourages children's sense of achievement and helps them see that adults too have to practice things to get it right. Children gain a good understanding of safe and healthy practices. For example, they know to use scissors at the table and how to carry them safely. They put their hand over their mouth when sneezing or coughing and automatically wash their hands after putting tissues in the bin.

Outcomes for children are good

Children gain good skills in preparation for school. They are confident communicators, independent in their self-care skills and form strong relationships. Children are able to think of solutions to problems. For example, they use tools to pick up ice cubes to prevent their hands from getting food colouring on them and cold. Children are imaginative and creative. For example, they make up stories as they play and notice that when they mix colours together they make a different colour.

Setting details

Unique reference number	EY274216
Local authority	Somerset
Inspection number	1048843
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	20 November 2014
Telephone number	

The childminder registered in 2003. She lives in Bridgwater, Somerset. The childminder currently cares for children each weekday for 48 weeks a year, including before and after school. The childminder receives funding to provide free early education for children aged two, three and four years. She holds an early years qualification at level 3.

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