

# Childminder Report

<b>Inspection date</b>	24 May 2016
Previous inspection date	21 January 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 make good progress in their learning and development. They have a wide variety of good opportunities to develop their physical, communication and social skills. They are curious, concentrate and are well prepared for the next stages in their education.
- Children learn tolerance and respect for others. They know how to relate well to other children and adults. They are secure and the childminder makes sure that they have stimulating experiences.
- Children make choices of how they play and the childminder uses these well to extend their language and understanding. They investigate and explore continually, making new discoveries. The childminder uses her good knowledge of children's development to close gaps in their learning promptly.
- The childminder attends training to update and improve her knowledge of children's early communication skills. She checks the quality of her practice accurately, which has helped her to improve how she tracks children's progress.

### It is not yet outstanding because:

- The childminder does not always extend children's early reading skills further, or their knowledge of other cultures.
- The childminder does not always monitor her educational programmes closely to ensure they provide children with a good balance of activities across all areas of learning.

## What the setting needs to do to improve further

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

- increase the opportunities for children to extend their early reading skills and knowledge of other cultures
- monitor the educational programme more closely to ensure children consistently receive a good balance of activities that securely cover all areas of their learning and development.

### Inspection activities

- The inspector observed the children and the childminder's interaction with them.
- The inspector spoke to the childminder at convenient times.
- The inspector checked safeguarding information, including risk assessments and safety of the premises.
- The inspector reviewed documents and policies, and communication with parents, and took account of their views.
- The inspector reviewed the resources available.

### Inspector

Janet Dinsmore

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows who to contact if she has any concerns about children's welfare. She protects children well and keeps them safe. For example, she rigorously checks the use of phones and cameras when others are around the children, and assesses risk so children are safe. The childminder establishes a strong partnership with parents to share her experience and knowledge. She communicates highly effectively with them each day about children's progress and any information from school. This supports them well in working together to meet children's needs. The childminder updates her knowledge and skills effectively. She evaluates her provision well, using support from others. She constantly seeks to improve her practices, for example the checking of children's development, and makes sure that she implements all requirements. She has made good progress since her last inspection.

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

The childminder constantly talks to children and encourages their language and communication well. She has high expectations of what children can achieve and interacts positively with them, to develop their ideas and skills. For example, during a sensory messy play activity, she encourages children to explore size and distance, and investigate how cornflour mixture behaves in their hands. The childminder provides a good range of resources and opportunities for children to learn. She supports their creative play well and encourages children's imaginations through role play. The childminder accurately checks children's achievements and makes sure that children catch up quickly in areas that may be slower to develop. For example, ensuring children walk independently and play well with others.

### Personal development, behaviour and welfare are good

The childminder knows the children very well and is sensitive to their individual needs. Children's behaviour is good and they are familiar with the childminder's routines and rules. She encourages children's developing independence well, and children choose toys for themselves and put things away when finished. The childminder provides good opportunities for children to socialise with others at childcare groups. The childminder works well with parents to support children's achievements, such as children's independence when toilet training and learning to take their shoes on and off.

### Outcomes for children are good

Children are confident communicators. They are curious learners and enjoy investigating, for example, the structure of a daisy. Children's physical skills develop well. They competently climb steps and handle small objects. They are successful learners, confident, determined, inquisitive and active, seeking new experiences to explore.

## Setting details

<b>Unique reference number</b>	142635
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1048370
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 January 2013
<b>Telephone number</b>	

The childminder registered in 1995 and lives in Yeovil, Somerset. She provides care before and after school, and during the day throughout the year.

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