

Childminder Report

Inspection date	8 July 2016
Previous inspection date	1 July 2015

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

- Children arrive happy and emotionally secure. Young children put their arms out to the childminder and happily wave goodbye to their parents. Children have strong relationships. The childminder is a positive role model so that older children are kind and gentle with the younger ones.
- The childminder makes regular observations of children's achievements. She assesses their learning needs and interests well to plan for their individual development. Children make good progress from their starting points.
- The childminder provides good support for her assistant. They work together well to evaluate their practice and target their professional development to improve outcomes for children.
- The childminder provides good support for children to learn safe and healthy practices. She implements good policies and procedures to protect children's welfare and promote their well-being effectively.

It is not yet outstanding because:

- The childminder does not fully extend children's understanding of the world around them. For example, by helping children understand how one thing can have an effect on another in the natural world.
- The childminder does not make the best use of activities to help children understand about size, to fully extend their mathematical skills.

What the setting needs to do to improve further

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

- help older children to talk about things they observe to strengthen their understanding of why things happen in the natural world
- use all opportunities to help children develop their knowledge of size to extend their mathematical skills further.

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 safeguarding information and the safety of the premises.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder carries out good risk assessments and daily checks to help keep children safe, while promoting their independence. For example, a secure safety net helps children safely develop their physical skills one at a time on the trampoline. The childminder attends regular training to have a current knowledge of how to protect children who may be at risk of harm. The childminder works well in partnership with parents and other early years providers. She shares good information so they can provide consistent care and learning for children. The childminder and her assistant monitor children's overall development to identify any gaps and take appropriate action to help children catch up. The childminder ensures her assistant knows how to meet children's individual needs well.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn through play and purposeful experiences. She gains good information on children's starting points and uses her observations effectively to plan interesting activities that help children develop new skills. Children are eager to take part in the activities the childminder sets up for them to explore. For example, children use a large range of rollers and brushes in paint, noticing the different effects this makes. She challenges the older children further as they mix the colours together to make additional colours. The childminder enables children to follow their own ideas and joins in with their games to extend their learning. The good organisation of the resources and environment helps children make choices, lead their play and learn through exploration and discovery.

Personal development, behaviour and welfare are good

The childminder helps older children to recognise the needs of the younger ones and to understand their attempts at communication. She helps children to be as independent as possible. For example, she demonstrates how to use equipment and gives children time to practise their new skills. Children want to manage for themselves and are confident to ask for help when needed. They help to tidy up and know where the resources are kept so that they can find them the next time they are needed. Children develop their self-esteem, recognise their similarities and differences and value each other's opinions.

Outcomes for children are good

Children develop good practices for their next stage of learning and eventual move to school. They are confident communicators, including those learning English as an additional language. Older children recognise their names, count and recognise some numerals. Children enjoy using books independently and concentrate fully on group stories. Children are inquisitive, enjoy learning and persevere with practising new skills.

Setting details

Unique reference number	EY442257
Local authority	Somerset
Inspection number	1054553
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	1 July 2015
Telephone number	

The childminder registered in 2012. She lives in Houndstone, on the outskirts of Yeovil, Somerset. The childminder works with an assistant and they provide care Monday to Friday for 48 weeks a year, including before and after school. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for children aged three and four years.

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