

Childminder Report

Inspection date	14 September 2016
Previous inspection date	25 November 2013

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

- The childminder is warm and kind. Children build strong attachments to her, and feel safe and secure in her care.
- The childminder plans a broad range of activities and learning experiences, which challenges and interests children effectively. Children make good progress from their individual starting points.
- The childminder keeps her knowledge up to date through training and manages her professional development well. For example, since the last inspection, she has completed a level 3 qualification in early years to help improve the quality of her teaching.
- The childminder effectively reflects on her practice and identifies areas for development to ensure positive outcomes for children.
- Children have a good range of opportunities to develop their physical skills. For example, the childminder takes them to parks and groups where they learn to climb and balance.

It is not yet outstanding because:

- The childminder does not organise resources and play areas as effectively as she could, to provide children with easy access to activities and resources, and space to move around and fully develop their play.
- The childminder misses opportunities to encourage children to count and use numbers.

What the setting needs to do to improve further

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

- review the organisation of resources and space so that children can move around more freely and fully develop their play ideas
- make the most of opportunities for children to count and use numbers.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's records and the childminder's policies.
- The inspector and childminder observed children during an activity and completed a follow-up discussion about children's learning and progress.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' views, from their written comments.

Inspector

Michelle Tuck

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is clear on her role and responsibility to keep children safe. She is clear about the signs and symptoms that may mean a child is at risk of harm and knows what to do if she has a concern about a child's welfare. The childminder has effective partnerships with parents, other settings and external agencies, which successfully contribute to meeting children's needs. For example, she regularly informs parents about their children's progress and shares information with other settings to ensure consistency in children's care and learning. The childminder uses her knowledge and skills gained through training well, for example, to help her develop children's communication and language.

Quality of teaching, learning and assessment is good

The childminder provides a good range of activities that children enjoy. For example, children pour water from one container to another and observe what happens to the sand as it gets wet. The childminder encourages babies and young children's curiosity effectively, as they push buttons and press switches to make music play. Children have good opportunities to develop their literacy skills. For example, the childminder helps them to link sounds to letters as they name the objects and characters in a puzzle. Children use their imaginations well. For example, they give the dolls a bath, and move the small vehicles up and down the ramp of the garage. The childminder skilfully uses these opportunities to develop children's language skills, as she engages them in conversation and talks about what they are doing. The childminder uses her observation and assessments of the children well to monitor their progress, plan next steps and close any gaps in learning.

Personal development, behaviour and welfare are good

The childminder is kind and gentle. Children have formed a strong bond with her, readily seeking her out for cuddles and support. Children are emotionally secure. The childminder gives the children lots of praise. For example, she claps as they successfully fit the pieces of puzzle together. This helps to boost their confidence and self-esteem effectively. The childminder encourages children well to learn about their own safety. For example, she reminds them not to step on puzzle pieces, as they might slip over.

Outcomes for children are good

Children are happy, confident and independent. They develop the skills they need to prepare them well for the next stage in their learning and move on to school. For example, they learn to play cooperatively, share resources and understand the need to take turns. Children learn to recognise colours and letters, and they enjoy making marks and drawing pictures, practising their early writing skills.

Setting details

Unique reference number	EY461639
Local authority	Somerset
Inspection number	1063486
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	5
Number of children on roll	8
Name of registered person	
Date of previous inspection	25 November 2013
Telephone number	

The childminder registered in 2013 and lives in Frome, Somerset. She works Monday to Friday, all year round except Christmas and bank holidays. The childminder is in receipt of funding for the provision of free early education for children aged two, three and four years. She holds a relevant childcare qualification at level 3.

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