

Childminder Report

Inspection date	5 October 2016
Previous inspection date	5 November 2012

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

- Children are happy and enjoy their time with the caring childminder and her assistant. Children are confident in the familiar routines that reflect their individual needs well.
- Children make good progress and are motivated to learn. They access a broad range of activities that closely reflects their interests and learning needs.
- Children's language skills are supported particularly well. They are constantly involved in discussions as the childminder skilfully encourages them to respond to questions, comment on what is happening and speculate what might happen next.
- The childminder demonstrates a strong commitment to improvement. For example, she works closely with her assistant and other childcare providers to increase her own skills and improve the quality of teaching and learning for children.

It is not yet outstanding because:

- Although procedures for monitoring children's progress and identifying their learning needs are good, systems to help the childminder track children's progress effectively to identify when additional support may be needed are not so well established.
- Children are not always aware of the full range of toys and resources that are available to them, making it more difficult for them to make independent choices about with what they want to play.

What the setting needs to do to improve further

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

- extend monitoring systems to help track children's progress even more accurately
- make children more aware of the toys and resources that are available for them to use, to further increase the choices they can make in their play.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector looked at children's records and a sample of other documentation including policies and procedures.
- The inspector took account of the provider's self-evaluation and feedback from parents.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management is good

The childminder recognises the importance of gaining new skills and updating existing systems to help her to improve the quality of teaching and outcomes for children. For example, systems for monitoring children's progress have recently been changed, and are already providing the childminder with a better understanding of children's individual learning needs and preferences. Safeguarding is effective. The childminder has a good understanding of procedures and knows how to respond to any concerns in order to help keep children safe. She works closely with her assistant to help identify and make improvements. The childminder closely monitors their work with the children and ensures they have all the required training to support children's care and learning needs.

Quality of teaching, learning and assessment is good

Children have fun and enjoy themselves. They are keen to participate in the activities and benefit from the childminder's focused involvement in their play that extends their learning. For example, as they place the animals in the ark, they talk about the names of the animals and how many they are putting in. Children enjoy books and engage in activities that increase their literacy skills. For example, they choose to make large circular patterns using chalks in the garden, experimenting with early writing. Regular information sharing helps to provide consistent support for children's learning.

Personal development, behaviour and welfare are good

Children form a strong bond with the childminder and her assistant. They are relaxed in their care and demonstrate high levels of confidence. For example, after receiving praise from the childminder for using the potty, they rush through to tell all their friends about their achievement, showing how proud they feel. The childminder's positive attitude is reflected in the way children interact with each other such as when they encourage each other to have a go at putting on their shoes. Children are well behaved and understand consistent boundaries and expectations. They learn to share and take turns and to play fairly. Children's physical development and health are supported well. The childminder provides good levels of supervision and teaches children skills to keep themselves safe. For example, they all take part in practising the emergency evacuation procedures, so they know what to do should an incident occur.

Outcomes for children are good

Children make good progress and are prepared well for the next stage in their learning. They develop good social skills and learn how to get on well with their friends. Children are confident and keen to learn. They show an increasing awareness of letter sounds and shapes, and learn to listen well. For example, as they talk about the weather and the days of the week, the childminder sounds out initial letters of words to give them a clue.

Setting details

Unique reference number	EY343812
Local authority	Somerset
Inspection number	1058844
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	24
Name of registered person	
Date of previous inspection	5 November 2012
Telephone number	

The childminder registered in 2006. She lives in Wellington, Somerset. The childminder works with an assistant. She provides care for children on Mondays to Thursdays throughout the year. The childminder receives funding for free early education for children aged two, three and four years.

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