

Childminder Report

Inspection date

6 December 2016

Previous inspection date

15 May 2014

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 learn to be confident, sociable and find out about the world around them effectively. For, example, they meet with other children and adults on outings in the local community, and develop a good understanding of the natural world through woodland activities.
- The childminder keeps parents accurately informed of their children's achievements and involves them with their children's learning. For example, she shares information effectively through discussion and contact books, which support good continuity in children's experiences.
- Children make good progress in relation to their starting points. The childminder uses daily observations and assessments effectively to monitor children's progress. She uses this information well to plan challenging learning activities.
- The childminder evaluates her practice well, and seeks parents' and children's views to help develop her provision further. For example, children complete visual questionnaires choosing smiley or sad faces and drawings to express their views.

It is not yet outstanding because:

- Children have few opportunities to see the varied use of words to support their growing interest in early literacy.
- The childminder occasionally misses opportunities to support children's developing understanding of mathematics, such as counting in their play.

What the setting needs to do to improve further

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

- take opportunities for children to develop their early literacy skills
- make the most of opportunities to support children's understanding of mathematics.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector looked at a sample of various documents, including children's learning records, the childminder's self-evaluation, and relevant policies and procedures.
- The inspector and the childminder jointly considered the impact of teaching on children's learning.
- The inspector took into account parents' views.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder keeps her knowledge of this area up to date. For example, she has recently undertaken a range of courses relating to child protection. The childminder has a secure knowledge of the local safeguarding procedures and undertakes thorough risk assessments so children use safe environments. The childminder continues to develop and refresh her professional knowledge effectively. For example, she conducts further research to extend her understanding of how children learn and develop. The childminder reflects on her practice regularly, for example, through links with other childminders to share good practice and engage in professional discussion. The childminder has established good links with other settings children attend to help provide consistency in care and learning.

Quality of teaching, learning and assessment is good

The childminder challenges children effectively to develop their communication skills. For example, she introduces new words to extend children's vocabulary, such as 'disappeared'. Children thoroughly enjoy the activities and experiences the childminder plans to support their learning. They delight in exploring and investigating the natural environment, for example, when in the garden. The childminder gives children clear explanations to extend their learning. For example, children understand why the paint overflowed from the pot when they put in all their fingers.

Personal development, behaviour and welfare are good

The childminder develops children's awareness of healthy lifestyles effectively. For example, they learn about the importance of washing their hands after playing outdoors. Children behave well. They are supported well by the childminder to learn to share and take turns. They learn to respect others. For instance, they show great concern when their friends are upset. The childminder has high expectations for children's independence. For example, children serve themselves competently at mealtimes and take part in preparing their snacks. The childminder helps children to learn about diversity effectively, for instance, through helping them to understand differences between themselves and others.

Outcomes for children are good

Overall, children are well prepared for the next stage in learning. They enjoy learning and concentrate well. Children are confident communicators. For example, they discuss the different animal paw print marks they create in their painting activities. Children are very observant and comment on changes as paint colours mix together on their paintings. Children gain good personal independence. They listen carefully to the childminder's explanations, such as why fruit is good for them.

Setting details

Unique reference number	EY469330
Local authority	Somerset
Inspection number	1069798
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	15 May 2014
Telephone number	

The childminder registered in 2013. She lives in Frome, Somerset. The childminder works all year round, Monday to Friday, apart from family holidays.

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