

Childminder Report

Inspection date	10 May 2017
Previous inspection date	12 June 2015

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 meets children's physical and emotional needs well and promotes their well-being effectively. Children are confident, settled and have secure attachments.
- Children are helpful towards each other, they share and use good manners. The childminder provides a calm role model and uses clear consistent messages, so children behave well. She helps older children recognise and manage their emotions positively.
- The childminder evaluates her professional development successfully. She continues to seek training opportunities to extend her knowledge to provide good outcomes for children. For example, she is now much more confident in identifying where children need additional support to help them catch up in their learning quicker.
- Effective partnership with parents and other providers help the childminder to be consistent in supporting children's learning and to plan effectively. Children make good progress from their starting points.
- The childminder provides good support for children's language and communication skills. Children are confident communicators and have a rapidly expanding vocabulary.

It is not yet outstanding because:

- The childminder does not consistently help children to gain a positive awareness of similarities and differences, such as between themselves and others.
- The childminder misses opportunities for older children to develop their mathematical understanding of quantities.

What the setting needs to do to improve further

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

- help children to understand their similarities and differences to extend their understanding of the world further
- challenge older children in understanding quantities to support their mathematical development even more.

Inspection activities

- The inspector observed activities and the quality of teaching indoors.
- The inspector spoke with the childminder and carried out a joint observation.
- The inspector took account of written feedback from parents and the childminder's self-evaluation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, and children's development records.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a strong knowledge of child protection procedures and knows what to do if children are at risk of harm. She carries out good risk assessments and takes action to keep children safe. She uses stairgates to prevent children accessing unsupervised areas, for example. The childminder monitors children's overall development well and provides parents with good information on their children's achievements to enable them to support learning at home. The childminder uses self-evaluation well to help her to identify her strengths and ways to improve. For example, she now involves children more in making decisions for themselves.

Quality of teaching, learning and assessment is good

The childminder seeks good information on children's starting points to enable her to plan effectively straight away. Following her last inspection, the childminder has improved how she supports children with their critical thinking. For example, she helps them to see why their figure of a man cannot keep his glasses on, they give him ears and resolve the problem. The childminder demonstrates how to use equipment and gives children enough time to try for themselves. She encourages children to have good listening skills and to feel confident to ask questions. The childminder uses daily routines well to help support children's learning. For example, older children count how many plates they need for snack and learn how to use a handheld vacuum cleaner as they help clear up after lunch.

Personal development, behaviour and welfare are good

The childminder encourages children's independence. For example, she helps them to select resources, use them in their own way and put them back where they belong. The childminder helps babies and toddlers feel secure to explore and investigate what they can do with the resources. For example, young children move themselves on a rocking horse and sing familiar words in a song about horses. Children develop good practices to keep themselves healthy. For example, young children recognise their drinking beakers and drink plenty of water, and older children get tissues to wipe their nose. The childminder understands the importance of children being active. She organises daily opportunities for children to develop their physical skills and manage appropriate risks.

Outcomes for children are good

Children have good skills that prepare them well for their next stage of learning and school. They persevere with tasks that they do not find easy. For example, they keep trying to fix a toy door into its frame. Younger children join in with rhymes and songs, and older children engage in good conversations. Children are inquisitive and confident to initiate their own games. For example, they play hide and seek, taking turns and involving children of all ages. Children play imaginatively and are creative.

Setting details

Unique reference number	EY272468
Local authority	Somerset
Inspection number	1091820
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	12 June 2015
Telephone number	

The childminder registered in 2003 and lives in the centre of Taunton, Somerset. She provides care five days a week, including before and after school, for 48 weeks a year. 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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