

Childminder Report

Inspection date	1 November 2017
Previous inspection date	3 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 provides a safe and welcoming environment where children build good relationships. Children behave well. They learn to take turns and respond positively to tasks of responsibility.
- Children engage well in a wide variety of activities. The childminder makes good use of children's interests and topical themes, such as 'autumn' and 'fireworks', to provide stimulating experiences to support children's learning.
- The childminder keeps a close check on children's development, which enables her to plan the next steps in their learning effectively. Parents are included and are well informed about their children's progress.
- The childminder continues to develop her professional knowledge about how children learn and how to support them. For example, following training, she has extended her understanding of effective ways to teach young children mathematics.
- Positive partnerships with parents and other early years professionals help the childminder meet children's individual needs well. Parents comment on how well the childminder communicates information about their children's welfare and development.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to encourage children to think for themselves. She is not always skilful in her questioning to enable them to solve problems.

What the setting needs to do to improve further

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

- extend opportunities for children to think for themselves and solve problems.

Inspection activities

- The inspector observed children's activities and the childminder interacting with children inside the childminder's home.
- The inspector talked to the childminder about children's activities, their progress and how she keeps children safe.
- The inspector looked at a sample of documents, which included the childminder's safeguarding policy and children's progress records.
- The inspector took account of parents' views, obtained from letters they had written.

Inspector

Brenda Taylor

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge up to date about child protection issues and has a good understanding about what to do if she has concerns about a child. The childminder has successfully addressed the recommendation made at the previous inspection, which has had a positive impact on children's sense of belonging to a community. The childminder regularly reflects on her provision and makes changes to benefit the children. For example, she rearranges and adds to resources to match children's interests and learning needs. The childminder is proactive in keeping up to date with changes in childcare, which helps her to maintain her good-quality service.

Quality of teaching, learning and assessment is good

The childminder knows about the benefits of children learning through play and exploration. She makes good use of spontaneous play, routine activities, stories and songs to support children's next steps in learning. For example, she encouraged children to count toy figures and pieces of food at snack time. They recognised patterns on clothing. Children enjoyed experimenting with brightly coloured paints and glitter to make firework pictures. They noticed the textures and changes as they enthusiastically mixed colours and made patterns. The childminder supports children's language development well. For example, she introduced new words, including 'spiral', 'exploding' and 'sparkle', as she described what they were doing. Children have various opportunities to learn about the world around them. For instance, they help to grow and harvest vegetables, and they meet a range of people when they are on outings in the local community with the childminder.

Personal development, behaviour and welfare are good

Children are happy, settled and secure. They enjoy looking at and talking about photographs of themselves and people they know, which helps them to develop a strong sense of belonging. The childminder teaches children good manners and praises them often, helping to boost their self-esteem and confidence. The childminder encourages healthy lifestyles. For example, she helps children learn good routines for caring for their bodies and to make choices from nutritious food options. They have various opportunities for developing their physical skills, such as using large apparatus at play parks and going for nature walks with the childminder.

Outcomes for children are good

All children make good progress. They learn useful skills that help to prepare them well for starting school. For example, children are confident in talking to other people and making their needs known. They learn about being part of a larger group, for instance, as they join in song time at a children's group. Children develop increasing independence in caring for themselves, such as using the toilet without help. They are curious about the world around them and show interest in numbers and written words.

Setting details

Unique reference number	EY431097
Local authority	Somerset
Inspection number	1094974
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	5
Name of registered person	
Date of previous inspection	3 June 2015
Telephone number	

The childminder registered in 2011. She lives in Frome, Somerset. The childminder offers childcare each weekday, for 47 weeks of the year. She holds an early years qualification at level 3 and receives funding to provide free early years education for children aged two, three and four years.

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