

# Childminder Report

<b>Inspection date</b>	7 March 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 shows a genuine interest in what children do and gives them every opportunity to make decisions about their play. For example, she interacts well to support children's language skills through their self-chosen imaginative play.
- Children form strong bonds with the caring childminder who meets their care needs efficiently. The childminder uses her training well to support children to be confident and emotionally secure. For example, children are confident to ask adults to be in the audience of their horse show and to clap.
- Children engage well in a broad range of stimulating activities. The childminder knows children well, including their interests and next steps, and helps them to make good progress from their starting points.
- The childminder evaluates her provision well and knows how to improve her practice. For example, she wishes to extend the use of number in children's play and further develop the outdoor environment.

### It is not yet outstanding because:

- The childminder does not use all opportunities to help children think critically to solve problems, and to challenge them to explore early calculation in preparation for school.
- Although the childminder gains valuable information when children start, she does not gather as much information as possible about children's achievements at home to support the planning process more successfully.

## What the setting needs to do to improve further

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

- make full use of the opportunities that arise spontaneously to help children to solve problems and become familiar with early calculation, to support their mathematical development
- develop further systems to encourage parents to share information about children's achievements at home, to support future planning.

### Inspection activities

- The inspector observed the childminder's interactions with children as they played inside and discussed their learning.
- The inspector spoke with the childminder about her understanding of the early years foundation stage and how she safeguards children.
- The inspector considered the written views of children and parents.
- The inspector observed documentation, including children's assessment records and the childminder's self-evaluation.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder implements her policies and procedures effectively, such as to ensure the safe collection of children. She has secure knowledge of her responsibility to report any concerns about a child's welfare to local agencies. There is good sharing of information between parents, other early years settings and the childminder, to enable continuity in children's care learning and development. For example, parents greatly appreciate the links made with the pre-school before children start, to support a smooth transition. The childminder promotes consistency in children's learning at home effectively, such as encouraging them to borrow resources and books.

### Quality of teaching, learning and assessment is good

The childminder knows children well. She assesses and monitors their progress effectively. She organises the learning environment successfully, encouraging children's free choice. Children relish the one-to-one attention they receive. For example, they demonstrate how to jump over the horse fences they have laid out and encourage the childminder to have a go when she says she does not think she can, modelling the childminder's good practice. Children count confidently, for example, choosing three horses from a larger set to match the riders. Children persevere well in tasks. For example, they choose materials to create a credit card for their role-play shop. The childminder questions children effectively to help them consider the size and shape they require. Children use scissors safely to cut the piece of card to the correct shape and size, adjusting their ideas effectively.

### Personal development, behaviour and welfare are good

Children have a good sense of belonging. For example, the childminder uses a photograph album for children to reminisce and to celebrate their achievements. Children are helpful and build strong friendships. For instance, older children help younger ones to remove their outdoor clothing. Children demonstrate their understanding of safety well. For example, in their imaginative play they understand that when you go swimming you need to wear a life jacket.

### Outcomes for children are good

Children gain the skills and confidence to prepare them well for their eventual move to school. They show great determination to complete tasks, for instance, to find the correct-sized figure to wear a life jacket in their imaginative play. Children are good communicators. For example, they develop stories in their role play confidently, such as how there has been a fire at the stables and they need help to rescue the animals. Children develop good small-muscle skills, for example, as they thread buttons, responding well to instruction.

## Setting details

<b>Unique reference number</b>	EY495466
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1031184
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Yeovil, Somerset. The childminding service operates daily throughout the year.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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