

Childminder report

Inspection date	15 January 2019
Previous inspection date	18 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 make good progress, relative to their starting points. The childminder's effective systems of monitoring children's progress helps her to quickly identify and address any gaps in their learning.
- Children are highly confident with very good self-esteem and their behaviour shows they feel emotionally secure. For example, although only slightly older, children offered comfort and cuddles to a younger friend when they fell over.
- The childminder involves parents in their children's learning well. She gives them regular progress reports and talks to them about things they can do at home to help their children make progress.
- The childminder uses her thorough self-evaluation to identify and prioritise where she can improve her practice, to ensure good-quality outcomes for children. For example, extending her knowledge of how children's speech and language develops means she is able to identify any concerns at an earlier stage and seek appropriate support to help them achieve.
- Children who prefer to learn outside do not consistently have access to resources that support learning across all areas of the curriculum.
- The childminder is not consistent in promoting children's knowledge of good hygiene practices at mealtimes. For example, they did not clean their hands before they had their snack, however, they did before lunch.

What the setting needs to do to improve further

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

- provide a wider range of resources to extend learning opportunities across the curriculum for children who prefer to learn outdoors
- be more consistent in promoting good hygiene practices with children at mealtimes.

Inspection activities

- The inspector observed the childminder and children engaged in activities indoors and outside.
- The inspector talked to the childminder about how she plans learning activities and monitors children's progress.
- The inspector sampled required documentation, including procedures for safeguarding children.
- The inspector read feedback from parents.

Inspector

Julie Neal

Inspection findings

Effectiveness of leadership and management is good

The childminder shows a strong commitment to continually improving her knowledge and skills, for instance, by attending training and through independent research. She measures the success of applying new skills by the positive impact on children's learning. For example, training in teaching children to link letters with how these sound led her to review the way she encourages them to identify words. For instance, some children have silent letters in their names so the childminder ensures they know how to identify these. Her good monitoring of children's progress shows the positive impact on children's literacy, such as identifying silent letters in other familiar words. Safeguarding is effective. The childminder's knowledge and understanding of local safeguarding procedures is good and she knows what to do to help protect children from harm.

Quality of teaching, learning and assessment is good

The childminder uses her good observations and assessments of children's progress to plan a variety of learning activities that help children to achieve well. She uses information from parents about what children already know and can do to help establish clear starting points and she builds on these when planning their next steps in learning. Children are keen participants in activities because the childminder plans activities around their current interests. For example, children talked about recently born babies in their own, or their friends, families. The childminder made sure that baby dolls and various accessories for caring for them were available, and children thoroughly enjoyed caring for their 'babies' in role-play activities. The childminder used her good communication skills well to encourage children to think and solve problems. For example, encouraging them to use their mathematical knowledge to work out which clothes were too big or too small for each doll, which they did by measuring each item against the dolls.

Personal development, behaviour and welfare are good

Children enjoy being active. For example, they thoroughly enjoyed chasing the bubbles, running and jumping to try and catch them before they blew away. They balance well as they use scooters and begin to use the pedals on the bikes. Children show good safety awareness in different contexts. For example, they took care to give each other enough space when using the bikes to prevent any accidents. During role play, they pretended to test the temperature of the milk before giving their babies a bottle, talking about making sure it is not too hot. Children's behaviour is good. They are polite and well mannered, rarely forgetting to say please and thank you, to each other as well as to the childminder, demonstrating that, although very young, they have respect for others.

Outcomes for children are good

Overall, children learn good skills that prepare them well for their next stage in learning, including going to pre-school and school. For example, two-year-old children listened very well and carefully followed the childminder's instructions as they tidied away toys. Children attend toddler groups with the childminder, helping to develop their social skills and confidence in being part of a larger group.

Setting details

Unique reference number	142418
Local authority	Somerset
Inspection number	10065837
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 August 2015

The childminder registered in 1992 and lives in Taunton, Somerset. She works Monday to Friday from 7.30am to 5.30pm, all year. She receives funding to provide free early education for children aged two, three and four years. The childminder holds an early years qualification at level 3.

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