

Childminder report

Inspection date	23 May 2019
Previous inspection date	19 July 2016

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

- The childminder builds warm and close relationships with children. She takes the time to get to know them and makes them feel welcome and happy in her home.
- The childminder provides children with a stimulating environment. She offers a broad range of activities, toys and resources which motivates them to explore and follow their interests.
- Children make good progress. The childminder observes children's play and exploration and assesses their achievements. She provides focused support to help close any gaps in children's learning and development.
- Children are offered a range of opportunities to explore their local community. For example, the childminder takes them on trips to local groups and to play with children of their own age. They visit playgrounds, a soft-play area and borrow books from the library. The childminder assesses these trips well to ensure that she identifies and minimises all perceived risks or hazards.
- The childminder links with other local childminders to discuss and share good practice and obtain ideas to develop her provision. She undertakes mandatory and some additional training, and uses the new knowledge and skills gained to enhance children's learning.
- The childminder does not always provide opportunities for parents to support their children's learning at home or encourage them to share what they know their children can do at home.
- Children who learn English as an additional language do not have frequent opportunities to hear or use their home language within the setting to fully support their communication skills.

What the setting needs to do to improve further

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

- provide parents with more opportunities to build on their children's learning at home and encourage them to share information about their child's progress to support a shared approach to meeting children's developmental needs
- increase opportunities for children who learn English as an additional language to hear and use their home language, to further support their communication skills.

Inspection activities

- The inspector viewed the areas used for childminding. She spoke with the childminder at appropriate times throughout the inspection.
- The inspector sampled documentation, including evidence relating to the suitability of the childminder and her assistant, her policies, procedures, children's development records and planning.
- The inspector observed the childminder with the children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector discussed the childminder's risk assessments and her self-evaluation process.

Inspector
Susan Wilson

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder monitors children as they play. She carries out risk assessments on her home to help maintain children's safety and security. The childminder has a secure understanding of child protection referral procedures and the action to take in the event of a concern about a child in her care. The childminder evaluates the activities she provides, reviews her daily practice and identifies appropriate ways to improve her provision and outcomes for children. She supports her assistant's professional development with regular meetings to offer support and to discuss teaching methods. The childminder keeps abreast of changes in the early years sector and implements required changes into her practice. The childminder has positive relationships with parents.

Quality of teaching, learning and assessment is good

The childminder uses her good knowledge and experience to teach and engage children effectively in activities. At the start of a child's placement with her, the childminder obtains information about their starting points from parents. She uses this information to inform her early assessments of children's progress. The childminder promotes children's language and communication skills well. She pronounces words clearly and uses words to describe her actions. The childminder gets down to the children's eye level and plays alongside them. She skilfully intervenes to extend children's learning. For example, as babies explore a toy, the childminder encourages them to press the sound buttons and copy the noises that they make. Children are inspired and motivated to explore further. For example, babies concentrate and develop their hand-to-eye coordination well as they slot pieces of a jigsaw together.

Personal development, behaviour and welfare are good

Children flourish in this welcoming and nurturing environment. Babies' behaviour demonstrates that they feel relaxed and happy in the childminder's care. The childminder is skilful at understanding babies' non-verbal communication and anticipating their needs. For example, when babies pull themselves up to standing, they look at the childminder and she knows to support them as they tentatively take a few steps. This develops children's confidence and self-esteem. Children benefit from daily fresh air and exercise. This helps to promote their good physical health and well-being.

Outcomes for children are good

Children develop the skills they need to help them in their future learning. For example, babies have opportunities to hear numbers as they learn to count objects. Babies are happy, motivated and inquisitive learners. They show an interest and eagerness to play, and concentrate for long periods of time relative to their age. The strong attachment to the childminder gives children the confidence to make good progress in all areas of their development.

Setting details

Unique reference number	EY489582
Local authority	Somerset
Inspection number	10076487
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 1
Total number of places	4
Number of children on roll	1
Date of previous inspection	19 July 2016

The childminder registered in 2015 and lives in Chard, Somerset. She operates from 8.45am to 2.30pm, Wednesday to Friday, during term time only. The childminder works with an assistant to offer before- and after-school care on a separate site.

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