

Childminder report

Inspection date	11 June 2019
Previous inspection date	10 February 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 and the children have trusting relationships and strong bonds. The childminder is caring and considerate. She instinctively reacts to young children's needs, giving them lots of reassurance and supporting their well-being very well. Children are happy, settled and thrive in her care.
- Partnerships with parents are good. The childminder works closely with parents to provide a consistent approach to the support children receive. She finds out about children's interests and achievements at home and keeps parents well informed about children's progress and care arrangements while they are with her.
- The childminder supports and encourages young children's language and communication sensitively and effectively. Babies listen intently, develop their understanding and copy the childminder's actions and clear pronunciation. Their confidence grows and they start to join in with games, such as peekaboo, and practise new words in the context of their play, such as 'monkey', 'elephant' and 'chicken'.
- Children make good progress from their starting points. The childminder has effective and comprehensive assessment and planning processes. She monitors children's progress carefully and accurately. She identifies any gaps and makes clear plans to support the next steps in children's learning.
- The childminder does not astutely target her professional development at further enhancing all areas of practice.
- Although the childminder has developed her self-evaluation processes since the last inspection, she does not take account of the views of parents when deciding what could be improved at the setting.

What the setting needs to do to improve further

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

- target professional development more sharply to enrich the quality of practice further
- strengthen the systems for evaluating practice by including more opportunities to review and act upon the suggestions and ideas of parents.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and childminder at appropriate times throughout the inspection.
- The inspector sampled documentation, including the suitability and qualifications of the childminder, policies and procedures, children's development records and planning.
- The inspector observed the children and the childminder. She evaluated the effectiveness of an activity with the childminder.
- The inspector took account of parents' written views by reading their comments in messages.
- The inspector discussed the childminder's risk assessments and her self-evaluation process.

Inspector

Rachel Howell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps up to date with the Local Safeguarding Children Board's procedures. She has a thorough understanding of how to report concerns to protect children's welfare. She supervises young children closely and carries out thorough risk assessments of her home to ensure they can play and explore safely. The childminder monitors children to ensure they make good progress. She undertakes mandatory training and has development plans in place. The childminder takes children out into the local community, such as trips to local parks and play-based groups. She also links with local childminders regularly, to gain good practice ideas and to provide children with the opportunity to meet with other children of a similar age.

Quality of teaching, learning and assessment is good

The childminder's well-planned activities and animated, playful interactions engage and motivate children effectively. For instance, she develops young children's understanding of the world through interesting experiences focusing on nature and the wild. They listen intently as the childminder sings animals songs and shows them pictures in books. They copy the childminder, learning the names of animals and trying out actions, such as stomping. Babies' confidence grows. They persevere in putting their hands inside animal puppets and move their arm around, mimicking the childminder's actions. They have a go at copying the animal sounds, making different shapes with their mouths and creating the 'S' sound for the snake effectively.

Personal development, behaviour and welfare are good

The childminder focuses closely on supporting young children's personal and social development. For example, she fosters their sense of identity and understanding of others, age appropriately. She focuses on their individuality by encouraging them to look at their reflection in a mirror. She reinforces this by using their names and her own repeatedly in conversation. Older babies show their understanding as they call the childminder by name and point to their little friend, calling them by their name too. The childminder supports young children to learn to share toys, take turns and begin to play cooperatively together. She uses a calm and consistent approach, patiently persevering with her explanations to help young children understand expectations.

Outcomes for children are good

Children develop the key skills and attitudes that give them a good start for their future learning and their eventual move on to school. Young children demonstrate a love of books. They independently select them, then toddle over to give them to the childminder. They listen well to her as she reads to them. They point to things, turn the chunky pages and lift flaps, interested to see what they find. Young children develop their coordination skills well. For instance, babies pull themselves up on low tables to explore activities and move their feet, beginning to shuffle along. They are confident to explore new experiences and persevere to grasp handfuls of soil or use utensils, such as spoons. They coordinate their movements to let the soil fall into a pot or to tip the soil out. They are proud of their achievements, smiling broadly at the childminder as she encourages and then praises them.

Setting details

Unique reference number	EY481870
Local authority	Somerset
Inspection number	10076288
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	4
Number of children on roll	6
Date of previous inspection	10 February 2016

The childminder registered in 2014 and lives in Frome, Somerset. She operates all year round from 7.30am to 6pm, Monday to Thursday, during school term time only.

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Piccadilly Gate
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