

<b>Inspection date</b>	4 February 2015
Previous inspection date	14 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder builds good relationships with parents. As a result, they work together well to support children's learning and emotional needs and well-being.
- The childminder has formed strong attachments with the children. This means they are confident and ready to learn.
- The childminder supports children's language skills very well. She teaches them to use sign language to aid their developing communication. The childminder listens to the children talk about their likes and dislikes, helping them to value each other's differences.
- Children learn to become independent. The childminder provides children with simple tasks to complete on their own, for example, tidying away the toys when they have finished.
- The childminder attends various training courses. This helps her to keep up to date with safeguarding procedures and aspects of children's learning and development, for example, sign language.

### It is not yet outstanding because:

- Children do not have easy access to a wider range of resources during their play, to extend their ideas and imaginations further.

## What the setting needs to do to improve further

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

- extend children's independent access to a wider range of resources to build on and follow their ideas and imaginations further.

### Inspection activities

- The inspector observed children playing with activities they have chosen independently and those organised by the childminder.
- The inspector held discussions with the childminder.
- The inspector sought the views of parents by reading letters they had written for the inspection.
- The inspector viewed various documents, including some of the children's records and policies written by the childminder.

### Inspector

Tristine Hardwick

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder gathers information from parents about children before they attend. This helps her to plan activities children will enjoy. As a result, children are keen and spend time concentrating in their play. These skills help children when they move onto school. The childminder provides a good range of activities to cover all areas of learning. She keeps her resources upstairs and brings a different selection down each week based on the children's interests and learning needs. However, this restricts children's wider choices, so they can extend their imaginations and ideas further during their play, for example, when building structures with bricks. The childminder understands children's learning needs and makes plans with parents to set targets that help children's progress. Parents value this opportunity and comment that the childminder is 'absolutely brilliant', and they 'totally trust' her.

### **The contribution of the early years provision to the well-being of children is good**

The childminder's good partnerships with parents mean children settle well and are happy. Children listen to the childminder because she is warm and caring and gives them cuddles regularly. The childminder teaches children to become independent. Children wash their hands unaided and help to tidy away toys, which builds their self-esteem. The childminder takes children on many excursions. They visit parks and zoos regularly with other childminders and their children, which helps them to form new friendships. This promotes children's confidence and prepares them well for school. Children develop good physical skills. They play outside and enjoy walks to local farms to meet the farmer. This gives them good exercise and develops a sense of healthy living. The childminder promotes healthy eating and encourages parents to provide healthy options for their child's lunch.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder understands her role and responsibilities to meet the Early Years Foundation Stage requirements. She makes changes to her practice through training and working with parents to support positive outcomes for children. The childminder has addressed the action and recommendation from her last inspection. She continues to develop how she monitors all children's progress and works closely with parents to meet children's care and learning needs. The childminder is clear about child protection issues and signs that may indicate children's welfare is at risk. She has a written policy that outlines the procedure she follows in such circumstances. The childminder has a range of other written policies that detail how she manages her setting. She shares these with parents so they understand how they can support her to meet her responsibilities, such as child sickness procedures.

## Setting details

<b>Unique reference number</b>	104381
<b>Local authority</b>	Devon
<b>Inspection number</b>	845874
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 December 2011
<b>Telephone number</b>	

The childminder registered in 1997. She lives with her husband in Ivybridge, Devon. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She offers care every day from 8am until 5.30pm, all year round, except public holidays.

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