

# Childminder Report

**Inspection date**

6 October 2015

Previous inspection date

8 March 2010

<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
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**

- Interactions between the childminder and children are strong. The childminder joins in with children's chosen activities and engages them in play. She skilfully questions children, extending their learning and developing their thinking skills. This contributes towards children being confident and motivated to learn.
- A secure settling-in procedure is in place. The childminder spends time getting to know each child. She liaises with parents about children's care and learning needs. This helps her to effectively promote children's physical and emotional well-being.
- The childminder understands the importance of working in partnership with parents and other providers or professionals that are involved in the care and learning of children.
- The experienced childminder is committed to improving her service. She shares good practice ideas with other early years providers. This motivates the childminder and she continues to make improvements in the experiences children receive.

**It is not yet outstanding because:**

- The childminder misses opportunities to extend children's interest in music, to further develop their creativity.
- The childminder does not always encourage children to use technology in their play, to extend their understanding of the world.

## 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 interest in music
- provide children with the opportunity to use technology in their play to develop their knowledge of the world.

### Inspection activities

- The inspector observed the childminder with children inside and outdoors.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector sampled documentation including policies, qualification certificates and photographic records.
- The inspector reviewed the childminder's self-evaluation.

### Inspector

Katherine Lamb

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of her responsibilities with regards to the Early Years Foundation Stage. The childminder monitors children's development. She identifies any gaps in children's learning and supports their good progress. The childminder works very closely with other settings children attend to ensure continuity of learning and care. The childminder has clear safeguarding policies to ensure children in her care are kept safe from harm. As a result, safeguarding is effective. The childminder keeps up to date with training and good practice through local authority bulletins and discussions with other providers. This helps build on her knowledge and she continues to provide good quality care for children. The childminder understands the importance of working in partnership with other professionals. She works effectively with parents, obtaining purposeful information to effectively promote children's well-being and development from the very start.

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

The childminder knows children's abilities and provides them with a range of activities that promote learning well. For example, she uses matching games to help children learn about turn taking as well as comparing and discussing. The childminder also includes counting and mathematical language in the game. The childminder promotes children's understanding, speaking and listening skills as she plays and talks to them about what they are doing. Children are able to freely choose books. They share their excitement as they turn pages. The childminder teaches children how to handle and care for books and introduces words as she reads them stories and they look at pictures. The childminder knows exactly where all children are in their learning and what she will do to help them progress.

### Personal development, behaviour and welfare are good

Children behave well, learn how to take turns and are becoming confident individuals. The childminder is a calm and positive role model who regularly praises children's effort and achievements. Older and younger children play well alongside each other, developing friendships. The childminder is flexible in her organisation of the routines of the day, offering children choices about what they would like to do and when. This helps to promote their engagement and self-esteem. Children have regular opportunities for physical exercise and learn how to manage their own safety. For example, when using the trampoline or climbing up to the slide in the childminder's garden.

### Outcomes for children are good

The childminder's teaching practice is strong. Children spend quality time in the local community to enhance their learning. Children are motivated and eager to learn and are making good progress in readiness for school or the next stage in their learning.

## Setting details

<b>Unique reference number</b>	104758
<b>Local authority</b>	Devon
<b>Inspection number</b>	835716
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 March 2010
<b>Telephone number</b>	

The childminder registered in 1989. She lives in South Moulton, Devon. She operates her service Monday to Friday from 7.45am to 5.15pm, all year round.

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