

# Childminder Report

<b>Inspection date</b>	1 December 2015
Previous inspection date	11 January 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
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

- The childminder extends her professional knowledge and skills by continuing her training. She uses her new knowledge effectively to improve practice, such as in supporting children with additional speech and language needs, so that all children make good progress.
- Children learn about their local community and beyond through a wide range of outings and experiences. For example, they visit local cafes and nursing homes to visit older people in the community and learn about helping others who are less fortunate with collections for the local food bank.
- Children have opportunities to develop good social skills, to help prepare for moving on to pre-school and school. For instance, through visits to local groups they mix and develop friendships with other children.
- Children access resources independently and the childminder supports them to develop their own ideas to support their play. They concentrate for considerable periods of time, gaining the skills for their future learning.

### It is not yet outstanding because:

- Children have limited opportunities to see the written word in the environment to support their growing interest in reading and writing.
- The childminder does not seek information from parents on what children can already do when they first start, to enable her to plan for children's learning from the outset.

## What the setting needs to do to improve further

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

- provide more opportunities for children to see the written word in the environment to support their growing interest in reading and writing
- strengthen partnerships with parents to gather information about what their children can already do, to identify effective starting points for children's learning.

### Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector sampled a range of documents, including risk assessments, policies and the children's files.
- The inspector viewed all areas of the house that children use, and the toys and resources available.
- The inspector spoke with the childminder and children at convenient times, and discussed the childminder's self-evaluation.
- The inspector took into account the written views of parents.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her responsibilities to promote children's welfare and protect them from harm. She completes regular training to help ensure she is confident in following procedures and knows who to contact if she has a concern. Since the last inspection, the childminder has improved the reflective evaluation of her provision; she uses it to set priorities for her to improve her practice and to support her to recognise that all requirements are met. The childminder monitors children's learning well and can easily identify if children need any additional support. She knows where to find appropriate help from other agencies if necessary. She meets regularly with other local childminders and providers, to share good practice ideas.

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

The qualified childminder has a good understanding of how children learn. She uses her observations and assessments to plan activities to promote children's future learning. The childminder interacts enthusiastically with children's play. She supports children's understanding of mathematical concepts well. For example, children had great fun hiding and finding toy ducks around the childminder's home. They used mathematical language, such as 'two more', when calculating how many more ducks they needed to find. The childminder supports children's developing communication and language. For example, she introduces new words into their vocabulary and gives simple explanations of words to children so they fully understand the meaning of them. Children are very observant and show immense curiosity. For example, when looking at illustrations in books, they ask questions such as, 'Why does the man look cross?' They develop a good understanding of the natural world around them through a varied range of interesting activities, including outings. Parents comment positively on the wide range of groups children visit in the community, such ones for music and drama.

### Personal development, behaviour and welfare are good

The childminder provides a comfortable and welcoming environment. Children benefit from close and warm relationships with the childminder. She is a good role model and children behave well. For instance, she teaches children to respect and value others, and to share and take turns in activities. Children learn about keeping themselves healthy. For example, they have regular opportunities to be out in the fresh air in the garden and to enjoy visits to the nearby beach. The childminder supports them to develop good hygiene routines. For instance, she supports them to wash their hands before eating and after using the bathroom.

### Outcomes for children are good

All children, including disabled children those with special educational needs, make good progress. Children show curiosity and a motivation to learn. They are developing the skills they need to support them in future learning, including school.

## Setting details

<b>Unique reference number</b>	151395
<b>Local authority</b>	Torbay
<b>Inspection number</b>	846715
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<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>	11 January 2011
<b>Telephone number</b>	

The childminder registered in 1999. She lives in Paignton, Devon. The childminder has a relevant early years qualification at level 3. She receives funding for the provision of free early education for children aged two, three and four years. Her service is open all year round, from Monday to Friday between 8am and 6pm.

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