

# Childminder Report

**Inspection date**

7 December 2015

Previous inspection date

7 September 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 attends regular training to update her professional knowledge and skills. She uses her new learning well to improve her 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 develop a good understanding of the world around them through regular visits to zoos and the beach.
- The childminder skilfully supports children to be independent. They confidently access resources to support their play and take an active part in tidying toys away when they have finished with them.
- The childminder provides a warm, welcoming environment with a stimulating range of resources and activities. Children concentrate and remain engaged in play for good periods of time, which supports them to gain the skills they need for future learning.

### It is not yet outstanding because:

- The childminder has identified some areas for development in her provision. However, she has not completely developed her self-evaluation to promote the learning outcomes for children fully.
- The childminder misses opportunities to encourage children's exploration of the written word in the environment, to support their understanding that script has meaning.

## What the setting needs to do to improve further

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

- build on existing systems of self-evaluation, to identify further areas to drive improvement
- provide more opportunities for children to see the written word in the environment, to support their understanding that script has meaning.

### 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 the requirements and her responsibilities to keep children safe from harm. She completes regular training to ensure she is confident in following procedures and knows who to contact if she has a concern about a child's welfare. Since the last inspection, the childminder has improved how she assesses children's learning. For instance, she has further developed how she monitors children's learning so she can identify easily if children need any additional support. She knows how to access additional help from other agencies if needed. The childminder has developed effective partnerships with parents. Parents are complimentary about the homely, caring and supportive environment. They comment that the childminder works in partnership with them to meet children's care and learning needs.

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

The childminder has a good understanding of how children learn and uses her observations and assessments to plan for children's next steps in learning. She plans enjoyable activities that promote children's curiosity. For instance, children thoroughly enjoyed adding water to flour, mixing them together and exploring the changes that took place. The childminder takes every opportunity to promote early mathematical understanding with young children; for example, counting the number of steps as they walk up and down the stairs. She promotes children's language and communication well. For example, she models language clearly and simply, and gives children sufficient time to respond to her questions. Children with communication delays are well supported by the childminder through her established partnerships with parents and other professionals.

### Personal development, behaviour and welfare are good

Children are happy and settled, and have warm and affectionate relationships with the childminder. This helps to build their self-esteem, confidence and emotional well-being. Children behave well. The childminder is a good role model; she skilfully supports children to share and to take turns with toys. She supports children to develop healthy lifestyles through daily opportunities to play outside in the fresh air. Children have opportunities to develop social skills to help them with moving onto pre-school and school. For example, through visits to local groups, they learn to mix with and develop friendships with other children.

### Outcomes for children are good

All children, including those who have additional needs, are making good progress from their initial starting points. Children enjoy exploring a wide range of activities. The childminder is preparing children well for their next stages in learning and for school.

## Setting details

<b>Unique reference number</b>	EY347420
<b>Local authority</b>	Torbay
<b>Inspection number</b>	986652
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 September 2011
<b>Telephone number</b>	

The childminder registered in 2007. She lives in Paignton, Devon. The childminder has a relevant early years qualification at level 3. She is in receipt of funding for the provision of free early education for children aged two, three and four years. Her service is open all year round. On Monday and Thursday, her service is open from 8am to 5pm, on Tuesday and Wednesday from 8am to 5.15pm, and on Friday from 8am to 4pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

