

Childminder Report

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| Inspection date | 12 January 2016 |
| Previous inspection date | 11 October 2010 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---------------------------------------------------------------|-------------------------|-------------|----------|
| | 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 has a good understanding of requirements and how children learn. She completes regular observations and assessments, and plans activities to promote children's current interests and next steps in learning. Children are engaged and motivated, and make good progress.
- The childminder meets children's physical needs well. Children are confident and happy in her care, and they develop strong attachments with her.
- The childminder has good partnerships with parents and adults at other early years settings. She shares and gains effective information and promotes a consistent approach to children's care and learning.
- The childminder has addressed the recommendations from the last inspection well. She provides parents with more information about their children's learning and development and has improved children's awareness of keeping safe in an emergency.

It is not yet outstanding because:

- The childminder does not always use opportunities to promote children's counting abilities to fully extend their mathematical knowledge.
- The childminder does not take all opportunities to gather a fuller range of information about children's interests and skills on entry to fully inform her initial planning.

What the setting needs to do to improve further

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

- increase opportunities for children to practise their counting abilities during everyday situations, to strengthen their mathematical skills
- gather more information from parents about children's existing skills and interests when they first attend, to help plan learning experiences even more effectively from the start.

Inspection activities

- The inspector observed the children and the childminder in her home.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector viewed a range of documents, including children's learning records, the childminder's safeguarding policy, risk assessments, fire log and accident records.
- The inspector took into account the written views of parents.

Inspector

Sara Frost

Inspection findings

Effectiveness of the leadership and management is good

Since her last inspection, the childminder has completed a childcare qualification. She has used the knowledge gained from this to improve the way she plans activities, records her observations and shares this information with parents. Safeguarding is effective. The childminder has secure knowledge of the procedures to follow to help protect children from harm. She seeks parents' and children's views to help identify how she can improve her provision and children's progress. The childminder carries out risk assessments and reviews her procedures regularly, particularly following any changes. The childminder makes good use of professional support and learning to strengthen her teaching practices and benefit the children.

Quality of teaching, learning and assessment is good

The childminder joins in with the children's games and activities to extend their learning well. For example, she promotes their communication and language development effectively during their imaginative play as they pretend to have a tea party. She encourages children's recognition of colours and their physical development, for example, as they choose matching reels and laces to thread. Children are active learners and they make choices from the good range of resources available. The childminder helps children to make confident and independent choices and extends their imaginations well.

Personal development, behaviour and welfare are good

Parents value the childminder's support in helping children to manage change as they develop and grow. The childminder effectively promotes children's independence from an early age. They learn to keep themselves safe through planned activities, and hygiene practices when caring for animals. Children follow the good example set by the childminder. They like the responsibility of helping with tasks. For example, children are keen to help to put things away. Children enjoy regular outings, such as trips to the library and taking part in outdoor activities. The childminder provides good opportunities for children to socialise with others and enjoy physical play.

Outcomes for children are good

Children make good progress which is at least typical for their ages. They are eager to learn and gain the skills they need for the next stages in their learning and their eventual move to school.

Setting details

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|------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY409016 |
| Local authority | Cornwall |
| Inspection number | 831721 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 8 |
| Total number of places | 5 |
| Number of children on roll | 9 |
| Name of provider | |
| Date of previous inspection | 11 October 2010 |
| Telephone number | |

The childminder registered in 2010. She lives in the village of Millbrook, near Torpoint in Cornwall. The childminder offers care each weekday, from 7.30am until 6pm, for 47 weeks of the year. The childminder holds a childcare qualification at level 3.

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