

# Childminder Report

**Inspection date**

27 January 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 kind, caring and gentle manner. She supports children's emotional well-being successfully. Children are happy and secure, and form strong attachments to her.
- The childminder uses her good knowledge of children and learning and development, to plan activities she knows will interest, engage and encourage children to play and learn.
- The childminder's effective teaching supports children to make good progress and prepares them well for school.
- The childminder forms good partnerships with parents. She regularly shares information about their children's day and their achievements. The childminder promotes a consistent approach to children's well-being and development.
- The childminder uses self-evaluation successfully to help her improve her practice to benefit the children. For example, she seeks the views of parents, shares good practice with other professionals and identifies areas for further development.

**It is not yet outstanding because:**

- The childminder misses some opportunities to encourage younger children to move around independently and extend their early walking skills further.
- The childminder does not always gather detailed information from parents about children's interests and skills when they first attend, to fully inform her planning.

## What the setting needs to do to improve further

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

- encourage younger children to develop their early walking skills further and move around independently
- gather more information from parents about children's interests and skills when they first attend, to help plan learning experiences even more effectively from the beginning.

### Inspection activities

- The inspector observed the children and the childminder, indoors and outdoors.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took into account the written views of parents.
- The inspector viewed a range of documents, including children's learning records, the childminder's safeguarding policy, risk assessment and required records.

### Inspector

Sara Frost

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder regularly reviews risk assessments to monitor the safety of her home and any outings, to help keep children safe. She regularly updates her knowledge, and continually seeks ways to strengthen her teaching practices and develop new ideas to interest children. For example, she has increased opportunities for children's exploration outdoors. Safeguarding is effective. The childminder has a secure understanding of safeguarding matters and the procedures to follow to keep children safe from harm. She teaches children about safety to help them understand about risks in a rural environment, such as where to walk when there is no pavement.

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

The childminder's home is well organised. Older children easily reach the toys, enabling them to make choices in their play. Younger children lead the childminder to additional resources they particularly want to play with. The childminder completes ongoing observations and assessments that accurately identify children's progress, and any areas where they need additional support. She places a strong emphasis on helping children acquire the skills they need to be ready for the next stage in their learning. The childminder understands how children learn and provides activities she knows will interest them. She effectively promotes younger children's communication and language as they play. For example, children learn the names of animals and objects in the farm set and extend this when listening to a story and singing animal related songs.

### Personal development, behaviour and welfare are good

Children are content in the childminder's care and quickly develop strong attachments. Young children feel secure and quickly settle down for a sleep. The childminder is a good role model. She sets clear boundaries and uses gentle reminders to help young children know what is acceptable. Children enjoy being outdoors and have plenty of opportunities for fresh air and exercise. Children help collect chicken eggs and carefully count and gather the daffodils that have blown down. The childminder makes good use of training to improve outcomes for children. This includes using the environment more effectively to promote children's awareness of taking risks and keeping safe, caring for living things and observing lifecycles with pond creatures. The childminder supports children well to manage their own personal needs, appropriate to their abilities.

### Outcomes for children are good

All children make good progress relative to their starting points. They are confident and motivated learners, ready for moving on to pre-school and school.

## Setting details

<b>Unique reference number</b>	EY483141
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	998091
<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>	1 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2014. She lives in Gooseham, near Bude, Cornwall. The childminder offers care on Monday to Thursday from 8am until 6pm and on Friday from 8am to 1pm.

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