

# Childminder Report

**Inspection date**

10 February 2016

Previous inspection date

22 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 forms close and positive working partnerships with parents. They work well together to support children's emotional needs and this helps children to settle well with the childminder.
- The childminder keeps her knowledge and skills up to date and attends a wide range of training courses to develop her practice.
- Children develop a good understanding of mathematics as part of their everyday experiences. For example, they learn to count in order and to identify various shapes.
- Children feel secure with the childminder. They explore and investigate her home and resources, choosing toys they want to play with, showing they feel confident.
- Children behave well. They share toys and are polite towards others. This helps to build successful social skills and prepares children well for their eventual move on to school.

### It is not yet outstanding because:

- The childminder has not fully established links with all other settings children attend, to work more consistently with them to promote children's care and learning needs.
- The childminder does not always extend opportunities for children to learn about the similarities and differences between themselves and others, and different cultures and traditions.

## What the setting needs to do to improve further

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

- develop stronger links with other develop stronger linksd settings that children attend, to enable a more consistent two-way flow of information to support children's care and learning needs
- increase the opportunities for children to learn about the similarities and differences between themselves and others, and different cultures and traditions.

### Inspection activities

- The inspector observed children playing with toys and with the childminder.
- The inspector held discussions with the childminder about how she manages her practice and plans activities for children.
- The inspector considered parents' views through written testimonials and, at appropriate times during the inspection, spoke to the children.
- The inspector sampled a range of documents including policies and procedures and children's development records.

### Inspector

Tristine Hardwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her child protection knowledge up to date and is clear about procedures to follow should she have a concern about a child's welfare. The childminder attends a range of training courses and is a member of a local children's advisory board. This, together with the strong links with other childminders, helps her to develop her knowledge, extend her teaching skills and plan more effectively for children's stages of learning. The childminder actively seeks parents' and children's views of her practice to help her identify areas to develop. She encourages children to think about the activities she provides and the things she can change to adapt activities and challenge children further. The childminder monitors children's progress well. She uses assessment well to help her plan activities that promote children's progress.

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

The childminder provides a good range of interesting activities that help children to build skills across all areas of learning. For example, children successfully develop early reading and communication skills when discussing possible story endings with the childminder. The childminder builds on children's interests and uses these well to extend other skills, such as counting during craft activities. Children gain an understanding of the wider world by participating, for example, in organised craft activities based on festivals such as Chinese New Year. The childminder works well with most of the other settings children attend, to share information about children's needs.

### Personal development, behaviour and welfare are good

The childminder builds children's confidence in a range of ways, such as praising their achievements and allowing them to explore her home. Children have good self-esteem. The childminder is sensitive to their needs and recognises how they feel, such as when they are tired. The childminder provides good opportunities for children to move and exercise their bodies in her home and on outings to local parks or zoos. The childminder is a positive role model, helping children to understand how to behave well towards each other. The childminder deals positively with minor disputes, encouraging children to share and explaining why it is important. Children develop a sense of healthy lifestyles. They enjoy outdoor play every day and eat a range of healthy foods at mealtimes.

### Outcomes for children are good

Children are happy and independent learners. They make good progress in relation to their starting points. They enjoy activities indoors and outdoors, developing good communication, social and physical skills. The range of activities and learning opportunities prepares them well for their next stages in learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	151392
<b>Local authority</b>	Torbay
<b>Inspection number</b>	825987
<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>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22 November 2011
<b>Telephone number</b>	

The childminder registered in 1995 and lives in Brixham, Devon. She offers care every weekday from 8am until 6pm, all year round except public holidays. She receives funding to provide free early education for children aged two, three and four years. The childminder has a level 3 childcare qualification.

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

