

Childminder Report

Inspection date

1 March 2016

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | 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 motivates children and prepares them well for their next stage in learning. Children are confident, imaginative and independent learners. They play well and are very happy in the care of the childminder.
- The childminder has a gentle nurturing approach and manages behaviour in a positive way. Children develop a sense of responsibility as they learn to understand how their behaviour affects others.
- Effective observation, assessment and planning procedures help the childminder to monitor children's progress well. She uses relevant guidance to track and plan for children's individual learning and development.
- The childminder evaluates her practice well in her effective self-evaluation process. She accurately identifies the successful impact of children's activities on their learning. The childminder has clear plans to further develop and increase her skills. This demonstrates a good capacity for ongoing improvement.

It is not yet outstanding because:

- The childminder supports and extends children's next steps in learning well during planned activities. However, she sometimes misses the opportunity to do this during children's independent play.
- The childminder does not always involve parents in children's learning, to strengthen partnerships and extend support to children.

What the setting needs to do to improve further

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

- increase the opportunities to further promote children's individual next steps in learning during children's independent play
- develop effective strategies to successfully involve parents in their children's learning, to strengthen working in partnership and increase support to children.

Inspection activities

- The inspector observed the childminder and children in their play activities and at lunchtime.
- The inspector held discussions with the childminder.
- The inspector read feedback from parents and the childminder's self-evaluation form.
- The inspector looked at a sample of children's progress records.
- The inspector viewed the safety of the premises and checked required documentation.

Inspector

Julie Wright

Inspection findings

Effectiveness of the leadership and management is good

The childminder keeps children in her care safe through close supervision. She takes effective steps to teach children about safety. For example, children know to hold hands when they are out walking. Older children develop a sense of road safety as they learn how to cross the road with the childminder. Safeguarding is effective. The childminder completes relevant training about child protection issues. She has a secure knowledge of the procedures that enable her to safeguard children's welfare. The childminder takes good ideas from training to further develop her provision. For example, the childminder has increased her range of natural materials and investigative play opportunities. Children experiment with light, mirrors, food colouring and water. The childminder seeks parents' views for her self-evaluation and receives very positive feedback.

Quality of teaching, learning and assessment is good

The childminder skilfully enables children to make choices and decisions in their play. For example, with eager enthusiasm, children select a variety of play materials to create pirate ships. Children use long tubes as telescopes then decide to straddle them and gallop around as horses. Younger children dance around with paper streamers and step along a trail of foil. The childminder teaches children to share and negotiate well. For instance, children ask the childminder to set a timer, to help them negotiate turns with others.

Personal development, behaviour and welfare are good

Children enjoy a variety of outings to different places, which have effective learning opportunities. For example, children borrow books from the library, sing songs and learn phonics. They take part in various craft activities, taste foods and become aware of lifestyles in other countries. Children promptly calm a boisterous activity and 'turn on their listening ears', following a gentle reminder from the childminder. They express their needs well, such as to have a quiet time on the settee. Children show good levels of self-esteem and like to look at photographs in their progress records.

Outcomes for children are good

Children feel safe and well cared for. They show enthusiasm for learning and readily take part. Children experience a variety of sensory and creative play opportunities, which stimulate their interest. They learn to use equipment well and to cooperate in group situations. Children learn to recognise their own names when putting on their shoes. Children are confident communicators and make good progress in their language development. The childminder prepares children well for pre-school and school.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY475497 |
| Local authority | Plymouth |
| Inspection number | 978371 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 7 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder registered in 2014 lives in Plymouth, Devon. Care is available Monday to Friday from 7.30am until 5pm, all year round, except for the childminder's holidays. The childminder receives early education funding to provide free places for children aged three and four years.

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