

Childminder Report

Inspection date	10 March 2016
Previous inspection date	1 February 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

- Children make good progress from their starting points. The childminder uses her very good observations of children to monitor their progress and to plan for ongoing learning.
- Children are confident and well behaved. They have good self-esteem and show through their interactions with the childminder and each other that they feel emotionally secure.
- The childminder develops strong relationships with parents. She involves them in their children's learning well. Regular feedback from parents about their children's achievements at home is included in the childminder's very good assessments of individual progress.
- The childminder shows commitment to continuous improvement in order to ensure good quality outcomes for children. She develops her knowledge through training, local professional networks and the use of online information and resources. She implements new skills effectively to benefit children's learning experiences.

It is not yet outstanding because:

- Activities to teach children to use and understand technology lack challenge for older children.
- The childminder does not consistently exchange information about children's learning with other early years settings they attend to strengthen her planning.

What the setting needs to do to improve further

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

- provide greater challenge for older children to understand about and use technology for different purposes
- improve systems of sharing information about children's learning with other settings they attend, to develop consistency in planning for future progress.

Inspection activities

- The inspector observed the childminder and children engaged in learning activities, indoors and outdoors.
- The inspector talked to the childminder about how she plans activities and monitors children's progress.
- The inspector reviewed documents and records that the childminder is required to keep that help support children's welfare.
- The inspector reviewed the childminder's self-evaluation processes and the effectiveness of these.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

The childminder's self-evaluations are good and she monitors the effectiveness of her practice well. For example, workshops on children's emotional development raised her awareness of how children express their feelings, and the importance of acknowledging and responding to these. Safeguarding is effective. The childminder implements her safeguarding procedures well to help protect children from harm. She has attended additional training to that required, in order to have a deeper understanding of issues such as how to broach safeguarding concerns with parents.

Quality of teaching, learning and assessment is good

The childminder plans a good variety of activities that promote children's learning, and she keeps older and younger children engaged very well. For example, when reading stories, she encouraged babies' involvement through lifting up flaps and feeling textures in the book. Older children talked about the sea creatures in the story, relating these to the starfish and octopus they saw on a recent aquarium visit. The childminder uses her good communication skills to extend children's learning well. For example, when older children looked through a kaleidoscope, she encouraged them to describe the colours and patterns they saw, and they talked about the shapes, such as stars and diamonds.

Personal development, behaviour and welfare are good

Children are happy and content. They develop warm and affectionate relationships with the childminder, who understands and meets their individual needs well. Children understand that exercise is good for them and enjoy being active. For example, when a child showed that they could hop on one leg, others enthusiastically tried to copy them. This resulted in varying degrees of success, but the childminder's consistent encouragement helped children to be determined and keep trying. Children's safety awareness is very good. For example, the bathroom is upstairs, and the childminder does not want to hinder children's independence in managing their personal hygiene; therefore, she teaches them how to climb stairs safely.

Outcomes for children are good

Children develop the skills they need to be ready for the next stage in their learning, including going to school. Children communicate well and express their views confidently. For example, young children choose from different options throughout the day, and older children routinely help to plan future activities with the childminder. Children are imaginative and use the good variety of role play resources well to practise what they learn. For example, when pretending to run a caf, children took orders for drinks and cakes on notepads, demonstrating their early writing skills. They looked at the prices on the menu and rang these up on the till, using their understanding of mathematics.

Setting details

Unique reference number	EY395804
Local authority	Torbay
Inspection number	838384
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	1 February 2010
Telephone number	

The childminder registered in 2009. She lives in Paignton, Devon. She operates from 7.30am to 6pm on Tuesday, Wednesday and Thursday, during term time only. The childminder holds an early years qualification at level 3.

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