

Childminder Report

Inspection date

20 April 2016

Previous inspection date

20 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has a positive attitude to improving her practice. For example, she completes courses to develop and improve her teaching, such as implementing new strategies to support children's communication and language.
- The childminder provides a range of exciting activities that reflect children's interests and, overall, offer them stimulating and challenging experiences. Children make good progress from their starting points.
- The childminder forms good partnerships with parents. She regularly shares information about their children's day and learning. The childminder knows children very well and promotes a consistent and individual approach to their care and development.
- The childminder promotes children's good health extremely effectively. Children have a very good understanding of the importance of hygiene routines and what constitutes a well-balanced and healthy diet.

It is not yet outstanding because:

- At times, the childminder does not extend older children's learning, to build on what they know and help them to make further progress. For example, she asks them simple questions and does not introduce the names of three-dimensional shapes when children talk about the shape of objects in the environment.
- The childminder does not have strong enough links with other settings that children attend, to share what she knows about children's learning and identify how she can provide complementary experiences.

What the setting needs to do to improve further

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

- extend the challenges for older children, linked closely to their next steps in learning, to further extend their skills and knowledge
- strengthen partnerships with other settings that children attend, to share more detailed information about children's learning and enable consistency in their experiences.

Inspection activities

- The inspector observed children's play and her interactions with the childminder.
- The inspector viewed the premises and available resources.
- The inspector took account of the views of children, and of parents through their written feedback.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector sampled documentation, including children's learning records and training certificates.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear knowledge of child protection issues and the procedures to follow to help keep children safe. She completes regular risk assessments to ensure the suitability of her home and planned outings. The childminder works closely with parents to ensure consistent care practices, such as obtaining detailed information relating to children's health conditions. She is knowledgeable about, and adapts her practices to cater for, children's individual care needs. The childminder effectively monitors children's progress, to quickly identify and address any gaps through a targeted approach.

Quality of teaching, learning and assessment is good

The childminder obtains valuable information about children's starting points from parents when children first attend, so she can plan appropriately challenging activities from the start. Children enjoy a good variety of experiences. They confidently make choices in their own play, and show sustained concentration and engagement in their chosen activities. Generally, the childminder supports children's communication and language skills effectively. For example, she teaches them new words to extend their vocabulary, such as 'sieve'. The childminder encourages children to make meaningful marks as they draw pictures on the ground with chalk. This helps to support their early writing skills. The childminder promotes children's physical development well through enjoyable activities, such as bubble-blowing and initiating jumping races across the garden.

Personal development, behaviour and welfare are outstanding

Children form a very strong attachment with the childminder and show their obvious affection towards her. For example, they are delighted when the childminder joins in their play, and during a matching game they help her to find a pair and enthusiastically celebrate when she succeeds. The childminder encourages children to take responsibility for their own care and they show self-assurance in their independence. For instance, children skilfully remove and put on their own shoes, dress themselves and help to set out equipment. Children behave very well and learn to carry-out risk assessments to keep themselves safe.

Outcomes for children are good

Children make good progress in their development and acquire the necessary skills for the next stages in their learning and school. For example, they skilfully recognise shapes and talk about the number of sides they see, as they try to recreate them using sticks. Children are confident communicators. They display immense confidence and their personal, social and emotional development receives a high priority in the curriculum.

Setting details

Unique reference number	104558
Local authority	Devon
Inspection number	824754
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 5
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	20 September 2011
Telephone number	

The childminder registered in 1992 and lives in Newton Abbot, Devon. She provides wrap-around care on Monday before and after school, and offers care from 7.30am to 6pm, Tuesday to Friday, all year round.

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