

Childminder Report

Inspection date

15 June 2016

Previous inspection date

25 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 develop good language skills. The childminder asks questions and stimulates conversations that challenge children's thinking and communication well.
- The childminder encourages children to enjoy books. They listen intently as she reads stories with great expression, which captures children's imaginations, increasing their engagement effectively.
- The childminder effectively monitors children's development to identify and support any gaps in their learning. She observes their current and emerging interests well to plan challenging activities they enjoy and prepares them for their next stages in learning.
- Partnerships with parents and other settings children attend are effective. The childminder works with them to share information to support children's emotional and physical needs well.
- The childminder successfully updates her knowledge and skills. She attends a variety of training courses to help her improve outcomes for children, for example, in managing their behaviour more effectively.

It is not yet outstanding because:

- The childminder does not always extend children's understanding about the importance of following good health and hygiene during daily routines and mealtimes.
- Some resources are not readily available for children to make independent play choices and follow their own ideas.

What the setting needs to do to improve further

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

- help children to learn more about the importance of following good hygiene routines and eating healthily
- make resources and equipment more easily accessible for children to follow their own ideas and make independent play choices.

Inspection activities

- The inspector observed the children and the childminder engaged in activities.
- The inspector toured the parts of the childminder's home used for childminding.
- The inspector considered parents' views through discussion and their testimonials written for inspection purposes.
- The inspector sampled a range of documents including policies and procedures, and children's development records.
- The inspector spoke to the childminder about her practices at convenient times throughout the inspection.

Inspector

Tristine Hardwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is clear about child protection issues and knows how to report any concerns she has about children's welfare. She attends training and ensures that she has relevant contact numbers to report any concerns promptly. Since her last inspection, the childminder has made good improvements and has successfully addressed the action and recommendations raised. For example, self-evaluation is effective and the childminder is clear about her strengths and areas to develop. She obtains parents' views through annual questionnaires to help her improve her practice, for example, how she observes and assesses children's needs with them.

Quality of teaching, learning and assessment is good

The childminder supports children well. She prepares activities each morning so children can engage in learning as soon as they arrive. The childminder provides good opportunities for children to learn about the world around them, for example, through playing with small world farmyard toys and enjoying walks in the local area. The childminder helps children to learn about mathematics. As they play, she challenges them effectively to make comparisons, such as between soft and hard sounds. She extends these opportunities even further by encouraging children to count in sequence. The childminder supports children's emerging handwriting skills well, pitching activities relevant to their ages and stages of development. For example, younger children learn to handle chalks and older children use pens to make marks. The childminder encourages children to use musical toys imaginatively. For example, she pretends that they are a band, asking children to think of suitable names. This encourages children to build good imagination and thinking skills.

Personal development, behaviour and welfare are good

Children are happy. They enjoy their time with the childminder and feel secure in the close attachment they form. The childminder builds children's self-esteem well through regular praise. This encourages children's eagerness and motivation to learn and succeed. The childminder supports children's outdoor physical exercise and activities well, helping them to gain good control of their movements. Children behave well. The childminder is a positive role model and provides good examples of how to be polite, such as saying 'please' and 'thank you'.

Outcomes for children are good

Children are confident learners. They enjoy a wide range of activities across all areas of learning. They develop good physical skills through interactive games and outdoor activities. Children communicate well and learn to form positive friendships. They develop the key skills needed to support their eventual move to school.

Setting details

Unique reference number	EY446189
Local authority	Devon
Inspection number	1049653
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	5
Number of children on roll	13
Name of registered person	
Date of previous inspection	25 October 2012
Telephone number	

The childminder registered in 2012 and lives in Umberleigh, Devon. She offers care every day from 7am until 7pm all year round, except bank holidays. The childminder receives funding for the provision of free early years education for children aged two, three and four years.

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