

Childminder Report

Inspection date	27 June 2016
Previous inspection date	3 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Partnerships with parents are good. The childminder informs parents about their children's day and the development that they make. She shares ideas with parents to help continue learning at home and support the good progress children achieve.
- The childminder effectively supports children's communication and language. Children are good communicators using a wide range of vocabulary.
- Children form close, caring relationship with the childminder. They feel safe and secure, and confidently seek reassurance when they need to.
- The childminder has successfully addressed weaknesses identified at her last inspection and made clear improvements. For example, she has developed effective links with other professionals to maintain continuity and learning for children.
- The childminder invites parents to contribute their views to help her evaluate her setting. She identifies areas to improve and takes effective steps to develop her practice, including supporting children's speech and good health more effectively.

It is not yet outstanding because:

- The childminder is not always consistent in her approach and sometimes does things for the older children that they can do or attempt for themselves.
- Although children have access to a good range of activities, they do not have many opportunities to explore technology and find out how things work, operate and move.

What the setting needs to do to improve further

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

- support children more consistently to develop their independence skills further
- provide more opportunities for children to explore technology and how things work, operate and move.

Inspection activities

- The inspector observed the children and childminder engage in activities and routines.
- The inspector spoke to the childminder and children at convenient times.
- The inspector reviewed a range of documentation, including children's learning information, the childminder's accident record, first-aid certificate, and some policies and procedures, such as safeguarding.
- The inspector took account of parents' views.

Inspector

Sara Frost

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder regularly reviews risk assessments and monitors the safety of her home and outings to keep children safe. She has a good knowledge of safeguarding and the procedures to follow if she has any concerns about children's welfare. The childminder uses a variety of methods to help her to maintain an up-to-date knowledge of current guidance and develop her skills, such as to support children's early literacy more effectively.

Quality of teaching, learning and assessment is good

The childminder organises and plans children's learning experiences well. She understands how children learn and provides activities that interest them. For example, children enjoy learning outdoors and musical activities, and the childminder uses these effectively to encourage children's physical, mathematical and language skills. Children easily reach resources and make choices in their play. They thoroughly enjoy games, such as hide and seek, and looking for places to squeeze into. The childminder encourages children's attempts at forward rolls, supporting them well to do so safely. She successfully encourages children's early literacy and mathematical skills. For example, the childminder helps children to write their names on their artwork as they proudly show off their achievements, and frequently introduces numbers and shapes into their play.

Personal development, behaviour and welfare are good

The childminder knows the children and their families very well. She works very closely with parents, sharing information in a variety of ways, such as through discussion and communication books. Children demonstrate a strong attachment with the childminder and display a real sense of belonging and emotional well-being as they explore and play. Children speak confidently and learn social skills, such as sharing and taking turns. The childminder teaches children to manage their own hygiene and personal needs well. She provides opportunities for children to mix with others and develop an understanding of the similarities and differences in their lives and experiences.

Outcomes for children are good

The childminder prepares children well for the next stage in their learning, including the move to school. Children gain confidence in sharing their feelings and hold good conversations with adults. They gain good mathematical skills and use a wide range of mathematical language in their play, such as talking about which balls came first, second and third. Children develop their early writing and literacy skills well. For example, they use pencils skilfully as they draw around stencils and make very good attempts at writing their name.

Setting details

Unique reference number	102346
Local authority	Cornwall
Inspection number	1052104
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	3 February 2015
Telephone number	

The childminder registered in 1993. She lives in the village of Tregrehan near St Austell, Cornwall. The childminder provides care from 8am to 4.30pm each weekday apart from Wednesdays. Her service is open all year round except for bank holidays and family holidays.

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