

# Childminder Report

**Inspection date**

29 June 2016

Previous inspection date

12 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The childminder has made improvements since her last inspection. Children benefit from activities based around their individual needs and interests. They make good progress in their learning.
- Partnerships with parents are effective. Parents receive good levels of information about their children's learning at the setting and how they can help them at home.
- Children learn about the similarities and differences between themselves and others. Positive discussions and a selection of resources support children's understanding of diversity locally and further away.
- The childminder supports children's self-esteem well. Children feel proud of their achievements, such as when completing a puzzle independently.
- The childminder checks children's progress through observations and uses this information to identify any children who may need help to catch up with others.
- Children benefit from strong hygiene practices. For example, they use individual flannels to prevent the spread of cross infection.

### It is not yet outstanding because:

- Sometimes, children are not given enough help to process their thoughts or when deciding how to answer questions.
- Children do not always have enough opportunities to extend their creative learning.

## 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 develop and maintain a high level of thinking ability to aid their learning
- increase the range of opportunities for children to help develop their creative learning further.

### Inspection activities

- The inspector observed interactions between children and the childminder.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a range of documentation, including children's records and the childminder's suitability to work with children.
- The inspector viewed written statements from parents about their thoughts about the provision.
- The inspector held an interview with the childminder about her policies and practice.

### Inspector

Joanne Steward

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The premises are secure and the childminder checks the identity of any visitors to ensure children remain safe. The childminder understands legal requirements and follows strict procedures to protect children from harm. Newly introduced communication books support children's move to other pre-schools. Shared information between providers helps to ensure children are ready for the next stage of their learning, such as school. The childminder regularly meets with other professionals to keep her training and knowledge updated and to reflect on how to improve her practice. For example, through her self-evaluation and discussions with others, she has purchased new safety surfacing outside to prevent children from injuring themselves. The childminder has also purchased additional puzzles and books to further support children's language and communication skills.

### Quality of teaching, learning and assessment is good

The childminder has a good understanding of children's individual needs and interests. She plans activities around these to help move children forward in their learning and teaches them well. For example, magnetic fishing games help develop children's concentration levels. Children enjoy learning about colours and shapes and like to roll a dice to find the matching shape. This supports their mathematical development well. The childminder gathers information about children's abilities and uses this as a starting point to plan activities around children's skills and preferences. Parents receive guidance surrounding the activities she plans at the setting and they use this to help them know what their children could learn next when at home.

### Personal development, behaviour and welfare are good

Children display high levels of confidence, have warm relationships with the childminder and they feel secure. The childminder is responsive to their needs and supports them in managing their own personal targets, such as potty training. Children share well with each other and their behaviour is good. The childminder is a positive example in how to treat others and ensures children develop basic skills ready for their move to school. For instance, children sit beautifully at the table, using good manners. Children have many opportunities to benefit from outdoor play by using the childminder's garden or frequent trips out. This supports their physical well-being.

### Outcomes for children are good

Children make good progress given what they know when they start. They develop their understanding of how to care for animals and nature. Children are inquisitive; they enjoy learning about different animals through their love of books, and mask making. They learn early number, reading and writing skills well.

## Setting details

<b>Unique reference number</b>	EY231301
<b>Local authority</b>	Devon
<b>Inspection number</b>	1048799
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 February 2014
<b>Telephone number</b>	

The childminder registered in 2002. She lives in Kingsteignton, Devon. She operates her service Monday to Friday from 6.45am to 7pm for most of the year.

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