

Childminder Report

Inspection date

24 August 2016

Previous inspection date

26 January 2016

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

- The childminder and her assistants have high expectations for children. They have reviewed the quality of their practice and have made good improvements since the previous inspection. They are eager for children in their care to progress.
- The quality of teaching is good. Children enjoy a wide range of activities, based on their interests. This has a positive impact on the good progress children make.
- Children develop good attachments to the childminder and her assistants. They treat children with affection and strongly support their emotional well-being.
- Children behave well and enjoy praise from the childminder and her assistants for their efforts and successes. This helps to build their confidence and self-esteem.
- Partnerships with parents and other settings are strong. The childminder shares good quality information with parents and they work together successfully to meet children's individual needs.

It is not yet outstanding because:

- The childminder and her assistants do not use technology fully, particularly to support and extend children's growing interests and knowledge of the wider world.
- At times, the childminder and her assistants do not plan fully to help manage some daily routines better, particularly to reduce any interruptions to children's play.

What the setting needs to do to improve further

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

- develop further the use of technology to support children's interests and extend their knowledge of the wider world
- review processes for managing daily routines, so children continue to enjoy their play and take part in activities fully.

Inspection activities

- The inspector observed the childminder and her assistants with the children.
- The inspector spoke with the childminder and her assistants at appropriate times during the inspection.
- The inspector sampled documentation, including qualification certificates, policies and children's records.
- The inspector reviewed the childminder's self-evaluation processes.
- The inspector took account of the views of parents through written comments made available during the inspection.

Inspector

Katherine Lamb

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a strong drive to develop her practice further and she effectively supports her assistants. For example, she takes good advantage of training opportunities for herself and her assistants, and makes links with other childminders, to improve the quality of her provision, particularly since her last inspection. For instance, she now monitors children's progress, reviews activities, and uses this information well to plan next steps in learning, including evaluating her provision. The childminder gathers the views of parents and children to guide her planning for future development. The arrangements for safeguarding are effective. The childminder and her assistants have a good understanding of their responsibilities to protect children and they know who to turn to for assistance and guidance.

Quality of teaching, learning and assessment is good

The childminder and her assistants know children in their care well and ensure that the activities available meet with their individual preferences and stages of development. They ensure activities are challenging and encourage children's enthusiasm, to help increase their participation in learning. Older children develop their communication skills well. For example, they engage in lively conversations with each other and the childminder. Children eagerly investigate textures, and handle and explore materials, such as paint, oats and cornflakes. Children enjoy experimenting with colour mixing, such as finding out how to make new colours while designing their own Olympic tops.

Personal development, behaviour and welfare are good

The childminder provides a homely environment and children are happy and confident. The childminder and her assistants are warm and caring in their approach and have effective settling-in arrangements in place. They act as good role models, are calm and offer a positive, consistent approach, which helps to support children's well-being effectively. They know children well. Children from an early age begin to develop their independence. For example, they identify their own drinking cup and learn to feed themselves at snack time and lunchtime. Children's behaviour shows that they feel happy and safe with the childminder. Children have opportunities to be physically active inside and out in garden, and enjoy outings, such as to the park or woods.

Outcomes for children are good

Children make good progress in their learning and are developing the skills they need for the next stage of their learning, including for school. For example, children recognise and can write their own names on their work. They correctly identify words that rhyme together and count confidently in their play.

Setting details

Unique reference number	104606
Local authority	Devon
Inspection number	1057395
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	12
Number of children on roll	18
Name of registered person	
Date of previous inspection	26 January 2016
Telephone number	

The childminder registered in 1993. She lives on the outskirts of Newton Abbot, in Devon. She provides care from 7am to 6pm on Monday to Friday and operates her service all year around. The childminder works with two assistants. The childminder offers funded places for the provision of free early education for children aged three and four years.

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