

# Childminder Report

**Inspection date**

23 August 2016

Previous inspection date

2 February 2016

<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 uses observations and assessments effectively to monitor children's development. Overall, she uses this information well when planning activities, to build on what children know and can do. Children make good progress from their starting points.
- Children form warm and trusting relationships with the childminder and her assistant. They confidently approach them for cuddles and ask for help when required, which shows their strong feelings of security.
- Children take an active role in daily routines and their personal care. For example, they eagerly help to spread toppings onto crackers for snacks and put their shoes on.
- The childminder provides good support to her assistant. This helps to increase the assistant's knowledge and confidence, such as the importance of role-modelling expected behaviours during routine tasks.

### It is not yet outstanding because:

- The childminder and her assistant do not make the best use of all opportunities to engage children in sustained conversations, to discuss their ideas and extend their thinking, language and communication skills even further.
- Children do not always have many opportunities to always fully extend their awareness of shapes, measuring, counting and numbers.

## What the setting needs to do to improve further

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

- make full use of opportunities to encourage older children to develop further their thinking, language and communication skills
- increase opportunities for children to consistently hear and use the names of shapes, to measure, count and recognise numbers, to develop their mathematical skills further.

### Inspection activities

- The inspector viewed the play spaces and resources available for children's use.
- The inspector observed the childminder's and assistant's interactions with children. She observed a planned activity and discussed this with the childminder.
- The inspector took account of the views of children spoken to during the inspection and of parents' written feedback.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's learning records, policies and procedures, attendance records, and training and qualification certificates.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good understanding of their responsibilities to consistently meet all requirements and keep children safe. This includes responding to any concerns about children's welfare. The childminder completes risk assessments of her home, to identify potential hazards, and provide children with enough space and a safe and secure environment. For example, she allows one child at a time to use the trampoline. The childminder identifies how to extend her knowledge and skills, to further her professional development. For instance, she has plans to complete training to support communication with younger children even further. The childminder evaluates her provision effectively to make ongoing improvements. For example, she plans to extend the range of learning opportunities in the garden even further.

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

The childminder involves parents from the start to help her get to know children quickly. For instance, she ascertains information about their current stage of learning, so she can plan suitably challenging activities when children first attend. The childminder and her assistant offer children positive play experiences, which they generally link successfully with children's individual next steps in learning. For example, they provide pasta, beans and lentils with spoons and bowls to support older children's imaginative skills. Children had great fun as they used these items to pretend to make cakes. Partnerships with parents are effective and the childminder works well with other professionals, to enable consistency in meeting children's care and learning needs. Overall, the childminder and assistant successfully extend children's language and communication. For instance, they repeat words that young children say to help them hear the correct pronunciation.

### Personal development, behaviour and welfare are good

The childminder and assistant treat children with kindness and respect. Children learn to play together, share toys and take care of each other. They develop their personal and social skills well. For example, children voluntarily help their younger friends to put on their shoes. The childminder helps children to behave well and to use good manners. She routinely supports children's healthy lifestyles. Children benefit from regular opportunities to develop control and coordination, such as when challenging themselves and testing out their physical skills on ladders and the trampoline.

### Outcomes for children are good

Children achieve well. They gain key skills to help them succeed in the next stage of their learning. For example, they confidently make choices in their play, follow instructions and form friendships. Children are independent and successfully manage tasks for themselves. They are eager and motivated learners.

## Setting details

<b>Unique reference number</b>	EY495455
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	1058004
<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 - 4
<b>Total number of places</b>	11
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 February 2016
<b>Telephone number</b>	

The childminder registered in 2015. She lives in the village of Elburton, near Plymouth. She provides childcare between 8am and 6pm on Monday to Friday. The childminder works with an assistant and holds a level 3 childcare qualification.

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