

Childminder Report

Inspection date	25 August 2016
Previous inspection date	25 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 is reflective, and strives to improve her good practice further. She uses self-evaluation effectively, consulting parents and children, to identify changes and improvements to her provision.
- Children benefit from very good support in their learning and development. The childminder interacts skilfully and enthusiastically with the children in her care. They develop good skills in all areas of the curriculum while having fun. They make good progress from their starting points.
- The caring and attentive childminder is a good role model and treats children with kindness and consideration, valuing their views. Children behave very well and cooperate with others amicably during activities.
- Children enjoy attending a wide range of groups and activities. They join in activities with other children and improve their social skills. For example, visits to local libraries and shops help children to find out about their community and the wider world.

It is not yet outstanding because:

- Overall, the childminder has good partnerships with parents. However, she does not always consult them about their children's achievements at home to help support their learning further.
- Children do not have many opportunities to select resources for themselves to fully develop their creativity and early writing skills.

What the setting needs to do to improve further

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

- support parents further to be more involved in children's learning and share their achievements at home
- extend opportunities for children to use a wide variety of creative resources more independently.

Inspection activities

- The inspector observed the childminder engaged in activities with the children.
- The inspector looked at a range of the childminder's policies and procedures.
- The inspector took account of the views of parents through written statements.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector and childminder observed the children during an activity and completed a follow-up discussion about children's learning, progress and behaviour.

Inspector

Margaret Baird

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is vigilant and implements policies and procedures diligently to keep children safe from harm. She keeps her knowledge and skills up to date and is aware of changes in legislation. For example, the childminder receives the support of local authority advisors, to review and improve her practice. The childminder has addressed the recommendation from the previous report successfully, improving and enriching the learning environment. The childminder monitors children's development and acts promptly when she notices any gaps in their development. She provides effective support, working with outside agencies when necessary to help all children to reach their full potential. Partnership working with other providers and local schools is good, and children benefit from a shared approach to their learning.

Quality of teaching, learning and assessment is good

The childminder uses her precise observations of children during play to assess their levels of development. She uses this information effectively to help them to achieve the next steps in their learning. The childminder interacts positively with the children during activities, guiding and extending their play well. She helps children to persevere with activities, such as completing puzzles, praising their success and developing their self-esteem. The childminder supports children to gain good early literacy skills, such as sharing stories and helping them to identify letters of the alphabet. For example, children listen attentively as she skilfully brings stories to life, and encourages them to talk about what is happening to the characters.

Personal development, behaviour and welfare are good

The childminder provides a stimulating environment full of interesting resources for the children to explore. The strong bonds she forms with children give them the confidence to take part in activities and become motivated to learn. Children find out about other cultures and communities beyond their own, by trying different food from other countries for example. There are lots of opportunities for children to be physically active, develop good coordination and enjoy fresh air. For example, children benefit from visits to parks and walk to local schools. Children enjoy healthy snacks, and follow good hygiene routines. They understand the importance of staying healthy and safe.

Outcomes for children are good

Children learn the key skills for future learning and starting school. For example, they recognise letter sounds and count confidently. They gain good communication and language skills, sharing their thoughts, feelings and experiences. Children are independent and able to manage their own personal care. They become fully involved in activities, concentrate well and are motivated to learn.

Setting details

Unique reference number	EY444192
Local authority	Plymouth
Inspection number	1059222
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	25 October 2012
Telephone number	

The childminder registered in 2012. She lives in Plymouth, Devon and operates flexible hours throughout the year. The childminder has an early years qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

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