

# Childminder Report

**Inspection date**

31 October 2016

Previous inspection date

2 September 2013

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

- Children enjoy their time in the childminder's care. They build strong bonds and secure emotional attachments with the childminder, assistants and other children. Children are happy and confident.
- The childminder has a clear commitment to continuous improvement and is proactive in looking for ways to extend her professional development and that of her assistants. For example, she routinely accesses training, which has built her confidence to support children's numeracy skills, for example.
- The childminder effectively evaluates the service she provides. She gathers information from assistants, parents and children to help her to plan improvements and accurately identify what she needs to do next.
- The childminder uses her accurate observations of children's achievements well to make precise assessments of their development, which helps her to quickly identify and address gaps in their learning. Children make good progress.

### It is not yet outstanding because:

- The childminder does not consistently exchange information with parents about children's next steps or achievements at home, to encourage a more shared approach to supporting children's learning and development.
- The childminder is not fully effective in helping children increase their understanding of diversity further, in particular to value and include children's additional languages.

## What the setting needs to do to improve further

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

- extend partnerships with parents further to involve them even more in supporting their children's learning at home
- increase opportunities for children to explore their similarities and differences to deepen their understanding of diversity further and successfully support children who speak English as an additional language.

### Inspection activities

- The inspector viewed the premises, toys and equipment and observed interactions between adults and children.
- The inspector engaged in discussion with the childminder, assistants and children.
- The inspector took account of written and verbal feedback from parents.
- The inspector sampled documentation including safeguarding procedures, self-evaluation and children's assessment records.
- The inspector and childminder undertook a joint observation of an activity.

### Inspector

Jayne Pascoe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a strong understanding of safeguarding requirements. She shares her knowledge and policies with parents and assistants, helping to keep children safe. The childminder and assistants regularly update and extend their knowledge and skills, to improve outcomes for children. For example, recently completed specialist training helps them to understand how to support vulnerable families and identify any children who may be at risk of harm from extreme behaviours and views. The childminder effectively monitors her suitability and performance, and that of her assistants, to safeguard children and identify any areas for future development.

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

The childminder supports children to investigate and explore. For example, she encourages them to explore the wide range of interesting and age-appropriate experiences indoors and outside. She also takes children on regular outings to places of interest, such as the zoo, to build on their learning. The childminder uses activities well to support children's developing early number and colour recognition skills such as counting, colour matching and sorting the plastic balls as they play in the garden. She encourages children's language and understanding well. For example, when making lanterns, children explore the texture, aroma and appearance of the pumpkin and share their experiences with one another.

### Personal development, behaviour and welfare are good

Children receive frequent praise for their achievements, increasing their confidence and self-esteem. The childminder encourages children to be physically active. For example, children bounce enthusiastically on the trampoline and ride wheeled toys in the garden, benefitting from plenty of fresh air and exercise. The childminder supports children to identify and manage their personal care needs and develop independence well. For example, children wash their hands before eating and spread cream cheese on their cracker. Children's behaviour is good. The childminder teaches children what is acceptable and to respect each other and the environment.

### Outcomes for children are good

The good support children receive helps them to make good progress from their starting points. Children's early reading skills develop well in preparation for school. For example, they use a wide range of interesting books and make effective use of labelling indoors and outside to help them identify objects and find resources. Children are inquisitive and enthusiastic learners, showing good motivation to develop their knowledge further.

## Setting details

<b>Unique reference number</b>	EY414660
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1062397
<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>	0 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 September 2013
<b>Telephone number</b>	

The childminder registered in 2010 and lives in Newquay, Cornwall. She works with assistants and provides care for children on weekdays, all year round.

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