

Childminder Report

Inspection date	10 January 2017
Previous inspection date	5 June 2014

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 encourages children to develop good manners and to learn how to show consideration towards others. For example, children frequently say 'please' and 'thank you', and they hug each other if they accidentally bump into each other when playing.
- Children form close bonds with the childminder. This encourages them to settle well and begin to learn. They are happy and enjoy learning.
- There is a good range of resources and equipment for children to choose. The childminder organises these at a low level, so children can select items independently to follow their own play ideas and interests.
- The childminder keeps his knowledge and skills up to date. For example, he has read information regarding children's brain development that has helped him to support children's emotional needs well.
- The childminder's self-evaluation is effective. He reflects on his practice to plan for improvement, such as extending opportunities for play in the garden to support children's physical development even further.

It is not yet outstanding because:

- The childminder does not provide enough challenge when offering experiences aimed at teaching mathematics for older children.
- Some group activities are not organised as well as possible to support the youngest children effectively to extend their social skills.

What the setting needs to do to improve further

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

- extend mathematical learning opportunities for older children to provide more challenge and maintain their interest
- review and improve the organisation of some group activities to fully include the youngest children and develop their social skills.

Inspection activities

- The inspector observed children playing indoors and outdoors with the childminder, with other children and alone.
- The inspector considered the views of parents by reading written testimonials, and spoke to children at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector discussed how the childminder organises his setting and plans for children's learning and development.
- The inspector sampled a range of documents, including children's records and policies.

Inspector

Tristine Hardwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and his co-childminder are familiar with how to identify and report any concerns they have about children's welfare, including wider safeguarding issues. The childminder has made improvements since the last inspection. For example, he provides children with more opportunities to manage simple tasks for themselves, such as putting on their shoes. The childminder monitors children's progress and development well and successfully works in partnership with other settings children attend. This helps him to identify and support any gaps in children's learning. Partnerships with parents are secure. The childminder exchanges information with parents that helps them to support their children's development at home.

Quality of teaching, learning and assessment is good

The childminder encourages children to be curious. For example, he recites a story and encourages older boys and girls to hide associated props to re-enact the plot. This builds children's imaginations successfully and they are excited as they learn. The childminder encourages children to learn independently. For example, he encourages them to choose books to read and they take turns to 'read' stories enthusiastically to their friends. The childminder effectively organises activities that appeal to children's interests, such as dancing and listening to music. He targets specific support for children well, for example, focusing help for younger boys to identify colours.

Personal development, behaviour and welfare are good

The childminder is a good role model with regards to behaviour. He is kind, caring and patient towards children, and children feel secure. The childminder successfully supports all children to develop positive self-esteem. For example, he frequently praises and 'high-fives' them as they make achievements. This builds their confidence and emotional development well and motivates them to learn. Children behave well. The childminder provides clear guidance about how children should behave, such as using 'kind hands'.

Outcomes for children are good

All children make good progress and enjoy experiences across all areas of learning. They enjoy being energetic and learn to control their bodies well, such as through dancing. Younger children feel secure and form close bonds with the childminder. Children have regular conversations with others and the childminder, helping to extend their communication skills. They learn to develop an understanding of being healthy. For example, they eat freshly prepared food for lunch. Children are prepared well for their next stages in learning and eventual move to school.

Setting details

Unique reference number	EY261846
Local authority	Devon
Inspection number	1068652
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	5 June 2014
Telephone number	

The childminder registered in 2003 and lives in Exeter, Devon. He offers care every day from 7am until 7pm, all year round, except public holidays. The childminder receives funding for the provision of free early years education for children aged two, three and four years. The childminder holds early years professional status. He works with his wife, who is also a registered childminder.

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