

# Childminder Report

**Inspection date**

6 February 2017

Previous inspection date

10 December 2014

<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

- The childminder reflects well on her practice and involves parents and children in the process. She uses her self-evaluation effectively to prioritise improvements. For example, she has created a space to help children communicate and socialise with others.
- The childminder effectively observes, monitors and assesses children's progress to help her plan activities that meet children's individual needs from the start. Children learn a good range of skills that prepare them well for starting school.
- Children are happy and settled. They form strong attachments with the childminder. The childminder closely supervises and monitors children to keep them safe. She manages children's behaviour effectively and encourages children to share and play harmoniously together.
- The childminder establishes good partnerships with parents. She exchanges daily information about the children's activities and learning and provides written reports of children's ongoing progress. Parents are fully involved in their children's learning.

### It is not yet outstanding because:

- The childminder has not fully developed outdoor learning to support children's understanding of nature and the natural world more.

## What the setting needs to do to improve further

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

- increase the opportunities for children who learn better outdoors to explore and investigate nature and the natural world.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding and held discussions with the childminder.
- The inspector observed the childminder's teaching and the impact this had on children's learning.
- The inspector looked at documentation, including children's records and documents to confirm the suitability of all household members.
- The inspector took account of the views of parents from their written feedback to the childminder.
- The inspector reviewed the childminder's self-evaluation record.

### Inspector

Petra Morgan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues and is clear about the process for reporting any concerns about children's welfare. She is fully aware of the possible signs that might give cause for concern in children of all ages. The childminder carries out effective ongoing risk assessments of her home, equipment and outings to quickly identify and minimise risks to children. The childminder works effectively with other childcare settings to help ensure continuity in children's care and learning. She undertakes regular professional development to improve her understanding of how to support learning effectively. For example, she has undertaken training to help improve how she supports children's personal, social and emotional development so they settle quickly and feel secure and ready to learn.

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

The experienced childminder has a good understanding of how children learn through play. She knows the children very well and plans activities that are tailored to their individual needs and interests. The childminder makes good use of spontaneous opportunities to extend and reinforce children's learning. For example, when children showed an interest in a technological toy, the childminder showed them how to use it and introduced mathematical language to help them learn about shapes. The childminder skilfully supports children's increasing communication. For example, she introduces new vocabulary and gives children time to think and respond to her questions.

### Personal development, behaviour and welfare are good

Children play happily in the childminder's home and have cosy spaces to rest. They are motivated to learn and independent, for example, they choose where to play and what to play with. The childminder supports children's good health well. For example, she provides healthy snacks and children are physically active. She helps the youngest children to develop their physical skills well, for example, as they crawl and cruise around furniture. She takes children on outings, such as to a local park, to develop their larger movements. She boosts children's confidence effectively. For example, she praises children's efforts and achievements, encouraging them to persevere in what they do.

### Outcomes for children are good

Children make good progress from their starting points. They count, compare sizes and recognise numbers. Children thoroughly enjoy books, turning the pages and talking about the illustrations. The youngest children learn to hold tools effectively and use pens to make circular and straight marks. Older children recognise and attempt to write their names. Children are confident and develop essential skills that prepare them well for their next stage of learning and school.

## Setting details

<b>Unique reference number</b>	104224
<b>Local authority</b>	Devon
<b>Inspection number</b>	1070057
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 December 2014
<b>Telephone number</b>	

The childminder registered in 1998 and lives in the village of Musbury, near Axminster, Devon. She operates from Monday to Friday, 7am to 7pm, all year round. The childminder's husband is also a registered childminder and sometimes works as her assistant. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a level 4 early years qualification.

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