

Childminder Report

Inspection date

7 February 2017

Previous inspection date

8 October 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 has a good understanding of how to help children learn. She focuses strongly on their social, emotional, communication and language skills and their physical development to ensure they have the skills they need to support their future learning.
- The childminder observes children carefully to help her plan challenging activities and provide the right amount of help for them to achieve. Children make good progress from their starting points.
- The childminder attends regular training to support her professional development to maintain good outcomes for children. For example, she has gained a deeper insight into the importance that nurturing young children has on their ability to learn.
- The childminder provides good support for children to become independent and to manage their care and age-appropriate tasks for themselves. For example, young children learn to use a dustpan and brush to help sweep up.
- Children have positive relationships with the childminder and each other. They behave well, show empathy for others' feelings and learn to keep themselves safe.

It is not yet outstanding because:

- The childminder does not provide all parents with detailed information about children's next stages of learning so they can support their development further at home.
- Children do not have a wide variety of opportunities to learn more about people's differences.

What the setting needs to do to improve further

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

- work more closely with all parents to help them support their children's learning and progress at home
- help children to gain a greater awareness of people's differences.

Inspection activities

- The inspector observed activities and the quality of teaching indoors.
- The inspector spoke with the childminder, parents and children, and carried out a joint observation with the childminder.
- The inspector took account of the childminder's self-evaluation, and written feedback from parents and older children.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including children's development records, and policies and procedures.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of how to keep children safe. She knows the signs to be aware of that children may be at risk of harm and the procedures to follow to protect them. The childminder regularly evaluates her practice, seeking parents' and children's views, to help her gain an accurate understanding of her strengths and ways to improve. For example, she is currently reviewing her assessments of children's development to ensure they provide extensive information for parents. The childminder monitors children's overall development well. This includes identifying where children need additional support and working with parents to ensure they catch up.

Quality of teaching, learning and assessment is good

The childminder makes good use of impromptu situations for learning. For example, when the greengrocer delivers, she helps children explore, name and taste some of the fruits and vegetables. She extends older children's knowledge well, such as explaining what the stalk of an apple is for. The childminder supports children's developing literacy well. For example, older children practise their early writing skills and all children enjoy using books. The childminder helps them to make links across their learning. For example, they match toy animals to pictures, looking closely at the differences. Later, they recall this while listening to a story. The childminder notices what catches young children's attention and responds well. For example, when they point to the shelf, she knows they want the music on.

Personal development, behaviour and welfare are good

The childminder meets children's physical and emotional needs really well. For example, she provides reassurance so that young children soon gain confidence and feel secure. She recognises when children are tired, for example, and adjusts their routines to meet their individual needs. The childminder is a good role model for children. Children are helpful and kind to each other. For example, older children place a taller step at the sink so that the younger ones can reach easier. The childminder provides good natural resources to support children's learning. For example, they explore real oats and grass to feed their toy animals.

Outcomes for children are good

Children develop good skills ready for school. For example, they confidently request help when they need it and then spend time practising for themselves. Older children use numbers, sizes and shapes well as they play. They ask questions and want to know more. Young children are inquisitive and eagerly explore the resources. For example, they push buttons to hear music, watch lights and repeat words. They play imaginatively as they put a bucket on their head and say 'hat', then drop it over their eyes and say 'hide'.

Setting details

Unique reference number	104139
Local authority	Devon
Inspection number	1070056
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	8 October 2014
Telephone number	

The childminder registered in 1999 and lives in Ottery St Mary, Devon. She provides care each weekday, including before and after school, term time only. She receives funding to provide free early education for children aged two, three and four years.

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