

Childminder Report

Inspection date

18 April 2017

Previous inspection date

1 May 2015

| 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 sharp focus on developing children's communication and language skills. The childminder encourages children to use talk for a wide range of purposes and uses effective strategies to increase children's vocabulary.
- The childminder organises both indoor and outdoor space very well so that children can independently help themselves from the good variety of resources that support all areas of learning.
- Children are happy and confident in the care of the childminder. They behave well and will always help to tidy up when they have finished playing.
- Partnerships with parents are good. The childminder uses her knowledge of children's home life to support their learning. For example, she introduces resources that mean something to the children to encourage their mathematics and communication skills.
- The childminder works closely with the local nursery and uses this partnership to share ideas, reflect upon and improve practice.

It is not yet outstanding because:

- Although the childminder has plans for improvement, these have yet to be fully implemented and embedded in order to ensure ongoing professional development and the potential to raise the quality of the provision to an outstanding level.

What the setting needs to do to improve further

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

- implement and embed plans for improvement in order to ensure ongoing professional development that will help raise the quality of the provision to the highest level.

Inspection activities

- The inspector observed the childminder, childminding assistant and children engaged in learning activities.
- The inspector read feedback from parents and talked to the children.
- The inspector talked to the childminder about how she monitors children's progress and plans for their future learning.
- The inspector reviewed required documents, including safeguarding procedures, and discussed with the childminder how she protects children from harm.

Inspector

Sarah Warne

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection the childminder has improved the variety of mathematical resources and activities that she presents to children. For example, resources have been purchased and created to support different mathematical concepts, such as subtraction and categorising objects. The childminder effectively supervises her assistant. They work well together and use the end of each working day to reflect upon and discuss their practice. The childminder has created plans to further support professional development and service delivery. However, time is now required to action and embed these plans. The childminder's home and garden are secure. Safeguarding is effective. Children are able to play safely. The childminder has a good understanding of local procedures for safeguarding children. She knows what to do to help protect children from harm.

Quality of teaching, learning and assessment is good

The childminder has high expectations of what each child can achieve. There is a strong focus on children's communication and language, which means that children are confident in speaking. For example, the childminder asks open-ended questions to encourage a child to recall and talk in detail about a memorable event. Accurate assessment and the childminder's knowledge of development ensures that children are presented with appropriate and varied learning experiences. Children demonstrate confidence and independence when accessing resources and activities. The childminder supports children in playing cooperatively, which helps them to develop good social skills.

Personal development, behaviour and welfare are good

There is a strong emphasis on children learning from the natural world around them, for example, when they walk up the lane to see the farm animals. The childminder provides children with daily opportunities to develop their physical skills and to be outdoors in the fresh air. Children have secure attachments with the childminder, which contributes to their good levels of confidence and self-esteem. The childminder teaches children about healthy lifestyles. For example, children talk about helping the childminder to make fresh vegetable soup and trying healthy foods.

Outcomes for children are good

Children are confident communicators. They behave well, take turns and listen. Children are active and independent learners who are well prepared for the next stage in their learning and for school.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 102724 |
| Local authority | Cornwall |
| Inspection number | 1088905 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 5 |
| Total number of places | 12 |
| Number of children on roll | 11 |
| Name of registered person | |
| Date of previous inspection | 1 May 2015 |
| Telephone number | |

The childminder registered in 2000. She lives in the village of Dobwalls, near Liskeard. The childminder employs her younger daughter as a part-time assistant. She provides care to children each weekday during term time and school holidays.

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