

Childminder Report

Inspection date

8 June 2017

Previous inspection date

7 April 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

- Children form strong attachments to the caring and attentive childminder. They develop good friendships with other children and are happy, settled and confident.
- Children behave very well. They display good table manners and are very kind and helpful. They play harmoniously and cooperate successfully to develop ideas for play.
- Assessment of children's progress is thorough and precise. The childminder supports children's progress well, using her good knowledge of their interests, preferences and abilities. Children make good progress in relation to their starting points.
- The childminder interacts very well to support children's learning. For example, she encourages language development by asking questions that require children to think and share their ideas.
- The childminder shares good information with parents and other practitioners to successfully meet the individual care needs of children and support shared learning.
- Self-evaluation reflects the views of children and parents and helps the childminder monitor the quality of her practice well, to identify and address areas for improvement.

It is not yet outstanding because:

- The childminder misses some opportunities to encourage children's early reading further.
- The childminder sometimes does things for children that they could do for themselves, especially at snack time.

What the setting needs to do to improve further

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

- extend everyday routine activities further, to encourage and support the development of children's early reading skills
- make the most of all opportunities to develop children's sense of responsibility, particularly at snack time.

Inspection activities

- The inspector engaged in discussion with the childminder and children at appropriate times.
- The inspector viewed the premises, toys and equipment.
- The inspector took account of parents' views through recent written feedback.
- The inspector sampled documentation, including children's records, policies, procedures and self-evaluation.
- The inspector observed interactions between the childminder and children.

Inspector

Jayne Pascoe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder updates her knowledge regularly and is confident to follow the local safeguarding procedures if she had a concern about a child. She teaches children how to identify and manage risk effectively, such as learning about road and beach safety. The childminder has addressed the previous recommendation from her last inspection well to improve information sharing with parents. She works closely with other childminders to share good practice, such as developing challenging activities to support and reward children's good behaviour.

Quality of teaching, learning and assessment is good

The childminder provides a broad and balanced range of activities based upon children's interests. She uses these well to support learning. For example, role play includes shopping for fruits and vegetables, offering good opportunities to help children explore and understand healthy eating. Older children are good role models, helping younger children to solve problems and find toys. Younger children are encouraged to take an equally active role in activities, such as predicting what will happen next in a story.

Personal development, behaviour and welfare are good

Children are socially skilled in readiness for school. They interact with confidence to successfully share ideas, follow instructions and initiate play. Children understand the importance of keeping themselves clean and take an active role in helping with hygiene procedures, such as handwashing and nappy changing. They are keen to try new foods at snack time. For example, they try some kiwi fruit, decide they enjoy it and ask for more. Children benefit from good opportunities to develop their physical skills. For example, they skilfully use small tools and enjoy plenty of active outdoor play. The childminder teaches children to respect differences and diversity effectively, for example, by exploring their own and other cultures and beliefs.

Outcomes for children are good

Children develop many skills which prepare them well for future learning. For example, they confidently count from one to 10 and identify many shapes and colours as they play. Children learn about the world around them and excitedly talk about the people who help them during activities, such as visiting the coastguard and police station, beach and museum. They are creative and imaginative in their pretend play and in art and craft. Children develop good early writing skills, for example, they draw pictures and make patterns on the whiteboard.

Setting details

Unique reference number	102230
Local authority	Cornwall
Inspection number	1088886
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	7 April 2015
Telephone number	

The childminder registered in 1994 and lives in Budock Water, near Falmouth, Cornwall. She provides care for children on weekdays, all year round. The childminder is in receipt of funding to provide free early education for children aged two, three and four years.

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