

# Childminder Report

**Inspection date**

9 June 2017

Previous inspection date

26 January 2015

<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 ensures children remain safe when visiting places of interest. For example, she supervises them at all times and children wear florescent wristbands containing the childminder's contact details.
- The childminder helps to prepare children well for their move to school. For example, children hear and say initial letter sounds in words, using their good reading knowledge to decode words.
- Children display high levels of confidence and have formed close relationships with the childminder and her assistant. The childminder is kind and attentive, helping to support children's well-being.
- The childminder works effectively with parents to provide children with strong personal care that meets their individual needs.
- The childminder has established good partnerships with other settings to help provide children with additional support to meet their needs.

### It is not yet outstanding because:

- The childminder occasionally misses opportunities to further support children's understanding of size, weight and measurement, to help extend their mathematical development.
- Opportunities for children to investigate similarities and differences between objects are not always consistent, to help support their understanding of the world.

## What the setting needs to do to improve further

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

- extend mathematical teaching to help children learn about weight, size and measurement
- provide further opportunities to help children explore and investigate similarities and differences between objects, to support their understanding of the world.

### Inspection activities

- The inspector observed interactions between the children, childminder and her assistant.
- The inspector held a joint observation with the childminder.
- The inspector looked at a range of documentation, including children's assessment records, safeguarding policies and the childminder's self-evaluation.
- The inspector spoke to the childminder, children and her assistant at appropriate times during the day.
- The inspector read written statements from parents and took into account their views of the provision.

### Inspector

Joanne Steward

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a strong understanding of how to protect children from harm and she shares this knowledge with her assistant, so they can keep children safe. The premises are safe and secure, and the childminder teaches children well about how to use tools safely, for example, when carrying and using scissors. The childminder monitors children's progress effectively to help children develop the skills needed for school, such as helping them to write their names. The childminder is aware of her current strengths and areas for development. For example, she would like to develop visual displays to help children learn more about foreign languages. The childminder attends frequent training to keep her professional knowledge updated and to improve practice for children. For example, children now have a wider range of literacy equipment to help give meaning to the marks they make.

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

The childminder gains valuable information from parents about children's starting points. She uses this well to plan exciting activities around children's interests, adapting them for different age groups. For example, younger children enjoy cutting using spring-loaded scissors and all children play with split peas and natural resources, such as jugs, spoons and eggcups, helping them to develop good physical control and coordination. The childminder makes frequent observations of children and uses these well to identify any gaps in their learning. The childminder teaches children well about the concept of time, such as the date, birthdays and mealtimes, supporting their understanding of the world.

### Personal development, behaviour and welfare are good

The childminder ensures all children have good opportunities to learn about healthy lifestyles. For example, discussions about healthy foods and stimulating games help develop children's knowledge well about the need for a variety in what they eat. Further extensions of the activity, such as stories and jigsaws, complement these. Children have good opportunities to be independent. For example, children cut up their own snacks and lay the table with cups and plates, enjoying the responsibility of carrying out tasks. Children learn how to keep safe, such as when using knives to cut up their snacks, helping them to develop a good understanding of risk.

### Outcomes for children are good

All children make good progress from their starting points. They learn how flowers and vegetables grow, for example. They plant marigolds and potatoes to help them develop an understanding of changes over time. All children go on regular outings with the childminder, such as to the beach, zoo and aquarium, helping them learn about the natural world.

## Setting details

<b>Unique reference number</b>	EY251254
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	1091612
<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 - 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	26 January 2015
<b>Telephone number</b>	

The childminder registered in 2003 and lives in Plympton, Devon. She offers care on Monday to Friday from 7.30am until 6pm, for 48 weeks of the year. The childminder offers occasional overnight and weekend care. She receives early education funding to provide free places for children aged two, three and four years. The childminder occasionally works with her assistant and holds a relevant childcare qualification to level 3.

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Piccadilly Gate  
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