

# Childminder Report

**Inspection date**

10 July 2017

Previous inspection date

16 September 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 has warm, caring relationships with children, who are happy, confident and secure in her presence.
- The childminder knows the children well. She uses her accurate assessment and knowledge of each child's stage of development and her understanding of how they learn to plan activities that promote good progress and prepare children well for starting school.
- All children benefit from the wide range of enjoyable experiences that the childminder provides to enhance their learning. She makes full use of local facilities. These include toddler, dance and music activity groups, and trips to soft-play areas, parks and farms.
- The childminder identifies children needing additional support and works closely with parents and any professionals involved to support children's development and welfare.
- The childminder encourages and supports her assistant's professional development well to meet children's individual care and learning needs.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities to promote children's mathematical knowledge so they learn to use mathematical language and count more frequently.
- There are limited opportunities for children to access and experiment with sensory experiences.

## What the setting needs to do to improve further

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

- increase the focus on mathematical learning so that children become familiar with mathematical language and learn to count more frequently
- improve opportunities for children to enjoy sensory experiences, to widen the range of experiences and increase opportunities to experiment.

### Inspection activities

- The inspector viewed the childminder's home, including the garden and equipment.
- The inspector observed children and the childminder engaged in learning activities. She carried out a joint observation with the childminder.
- The inspector talked with the childminder at appropriate times.
- The inspector took account of written parental feedback as provided by the childminder.
- The inspector sampled childminding documentation, including planning and children's progress records.

### Inspector

Lynne Bowden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Children's well-being is the childminder's priority. She updates her safeguarding knowledge and makes sure that her assistant updates hers. She has a secure understanding of the procedure to follow to promote children's welfare. Recent training has heightened her awareness of safeguarding issues, especially the need to protect children from the dangers of online grooming. The childminder is committed to providing a good service and continually seeks new ideas. For example, she meets with other practitioners to share good practice. She identifies training needs and seeks support to address them. The childminder has successfully met the recommendations from her previous inspection. She heightens children's awareness of diversity, for example, by giving children daily experiences to play with resources that represent different religions and cultures positively.

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

The childminder plans and provides activities that interest children and support their progress well. The childminder sensitively demonstrates the use of tools when children explore play dough. She encourages young children to have a go and explore how to use them and the materials, and encourages older children to persist and solve problems for themselves. The childminder supports older children well to build complex towers, and she shows younger children how to build simple brick towers before they watch the effect of knocking them down. The childminder encourages children to listen to her instructions to succeed at completing jigsaw puzzles. Children demonstrate their understanding of storytelling, and copy the childminder's behaviour, for example, older children 'read' a storybook to the younger ones.

### Personal development, behaviour and welfare are good

Children are happy and self-assured in the childminder's home. They happily explore the surroundings, choosing and playing with toys and resources. Children behave very well. The childminder reminds children of the need to share resources and praises them warmly for showing consideration to each other. The childminder encourages children to eat healthily and teaches them the importance of good hygiene practices.

### Outcomes for children are good

Children develop key skills they need for their future learning. They learn to socialise when the childminder takes them to local activity groups. Older children develop good pencil control. They draw carefully, and recognise letters and the sounds associated with them. Children express themselves and their wishes well, and the childminder takes note of and responds well to younger children's gestures and attempts to talk. Children play cooperatively. They listen to and respond well to instructions.

## Setting details

<b>Unique reference number</b>	EY419824
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1071347
<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 - 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 September 2014
<b>Telephone number</b>	

The childminder registered in 2010. She lives in Penryn, Cornwall. She works with an assistant and provides care, including overnight, throughout the week all year long.

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