

# Childminder Report

**Inspection date**

18 July 2017

Previous inspection date

5 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**

- Children learn to be imaginative. They enjoy pretend play with others, exploring and acting out their experiences. This helps them to make sense of their world. For example, they play 'mums and dads' and take turns to take the dolls 'for a walk'.
- The childminder supports children well to develop a positive interest in books. She provides them with a wide range of different literature relevant to their ages and stages of learning. This helps to encourage very early literacy skills.
- Partnerships with parents are effective. The childminder works closely with them so children receive consistent care and learning arrangements. For example, together, they devise the most suitable methods to exchange information about children.
- Children have a variety of spaces to play and learn. Since the last inspection, the childminder has made good improvements to her environment that support children's play in different areas more effectively, such as playing in the garden or indoors.
- Self-evaluation is effective. The childminder is reflective and makes good plans for improvement to support positive outcomes for children. For example, she provides a greater range of craft equipment to extend their creativity.

**It is not yet outstanding because:**

- The childminder does not make enough of opportunities to build on children's knowledge of numbers and shapes in their play and learning.
- During preparation for organised activities, the childminder does not encourage children to be involved enough to help develop their independence skills further.

## What the setting needs to do to improve further

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

- build on opportunities to support children's understanding of counting and shapes in their everyday play experiences
- make better use of organised activities to involve children more to develop their independence skills further.

### Inspection activities

- The inspector observed children playing with each other and the childminder inside and outdoors.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to children at appropriate times during the inspection and considered parents' views by reading written testimonials.
- The inspector held discussions with the childminder about how she organises her setting and plans for children's learning.
- The inspector sampled a range of documents, including the childminder's qualifications, suitable person checks and children's records.

### Inspector

Tristine Hardwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is familiar with how to identify potential signs and symptoms of risks to children's welfare. She updates her knowledge of child protection frequently, which helps her to ensure she can report any concerns promptly. The childminder monitors children's progress effectively. She completes ongoing observations and assessments to help her identify and support any strengths or gaps in children's learning. The childminder keeps her skills up to date well. She completes training and has discussions with other childminders, which helps her to plan improvements that support positive outcomes for children. For example, she intends to introduce a travelling teddy to help increase children's confidence to communicate when in groups even further.

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

The childminder understands children well. She plans activities children enjoy and which help them to extend their abilities. For example, children build very early reading skills as they handle and explore books independently. The childminder extends their interests well, such as helping children to recount stories, which supports their memory skills to make links in their experiences. The childminder works well with other settings children attend. She complements their learning targets to ensure she meets their all-round needs effectively.

### Personal development, behaviour and welfare are good

Children are very happy. They settle quickly and are ready to learn. Babies especially form a close bond with the childminder, which encourages them to be motivated to enjoy learning. The childminder is a positive role model. She provides children with good examples of how to behave, such as using good manners and to be kind. Children learn to show consideration towards others. For example, during the inspection, children apologised for accidentally knocking another child's head as they tidied resources. Children have positive self-esteem and enjoy the praise and reassurance provided by the childminder.

### Outcomes for children are good

Children enjoy a good range of activities across all areas of learning. They are creative and use paints to colour masks and use small tools, such as pencils to write their name, building good very early literacy skills. Children are sociable. Older children keenly share their news with others and babies enjoy babbling, exploring different sounds. Children form strong physical skills. They play in the garden or go on outings to the beach and parks with the childminder. Children are energetic and eager to learn. They develop good skills that help prepare for their next stages in learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY431271
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	1094982
<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>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 January 2015
<b>Telephone number</b>	

The childminder registered in 2011 and lives in Hooe, near Plymouth, Devon. She offers care on Monday, Tuesday and Wednesday from 7.30am until 5pm, all year round, except public holidays. The childminder is qualified to level 3 in childcare and education.

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