

Childminder Report

Inspection date

13 September 2017

Previous inspection date

5 June 2014

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 provides a stimulating environment indoors and outdoors. Children are very eager to play and explore. They enjoy using a variety of resources that support their interests and play ideas very well.
- Children develop a very good sense of healthy lifestyles. For example, the childminder encourages them to be active and, as they play, she talks to them about healthier food choices.
- The childminder follows children's play interests very well. She links quickly with their individual ideas and extends them well. Children are motivated to learn and show high levels of concentration.
- The childminder forms secure partnerships with parents. They work together effectively to ensure they give children consistent support to develop their skills, such as their self-care needs.
- The childminder reflects well on her practice. She identifies and plans for improvements that provide positive outcomes for children. For example, she has recently developed the outdoor area to enrich children's outdoor learning experiences and physical development even further.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to extend children's understanding of mathematics, especially counting and shapes.
- Children do not benefit from opportunities to extend their knowledge of other people and communities.

What the setting needs to do to improve further

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

- make better use of opportunities to develop children's mathematical understanding, especially counting and shapes
- extend experiences to enable children to learn more about other people and communities.

Inspection activities

- The inspector observed children playing independently, with the childminder, and with their friends.
- The inspector had a tour of the parts of the childminder's home used for childminding purposes.
- The inspector considered parents' views by reading written testimonials, and spoke to children at appropriate times during the inspection.
- The inspector spoke to the childminder about how she organises her setting and supports children's learning and development.
- The inspector sampled a range of documents, including children's learning and development records, training certificates and practice policies.

Inspector

Tristine Hardwick

Inspection findings

Effectiveness of the leadership and management is good

The childminder keeps her knowledge and skills up to date well. For example, she has researched and found different ways to support children who prefer learning outside. Safeguarding is effective. The childminder is confident to identify and report any concerns she has about children's safety and welfare. She keeps an updated list of contact details so she can report any concerns she has quickly. The childminder monitors children's progress effectively, enabling her to identify and support any emerging gaps in their learning. She shares this information with parents, offering them the opportunity to contribute to the plans she sets.

Quality of teaching, learning and assessment is good

The childminder understands children very well. She gathers relevant information from parents before they attend, which helps her to plan interesting activities from the beginning. The childminder interacts with children effectively and makes good use of opportunities to extend their interests and individual needs. For example, she supports the youngest children to strengthen their muscles as they collect different toys and group them into bags, while simultaneously encouraging older ones to use small tools, such as toy pizza cutters as they play imaginatively. She completes ongoing observations and summarises children's achievements to ensure that they make continual progress.

Personal development, behaviour and welfare are good

Children are very happy. They form close bonds with the childminder, which helps them to settle quickly and begin learning. Children behave very well. They respond quickly to the childminder's requests, such as preparing themselves to go outside to feed the fish. Children learn to be independent. They complete simple tasks, such as washing their hands, which also helps to build confidence and self-esteem to do things for themselves. The childminder builds on this well through consistent praise and encouragement. From a young age, children form good language skills. The childminder speaks to them frequently and repeats back words, to help them understand correct pronunciation.

Outcomes for children are good

Children enjoy experiences across all areas of learning. They learn to communicate effectively with others, and to be kind and considerate, such as using good manners. Children help to care for small animals, such as the childminder's pet rabbits, to extend their understanding of nature and wildlife. Children build good physical skills. The youngest children act out their everyday experiences during pretend play, such as 'making tea' for the childminder and 'serving pizza' to eat. They develop skills to help prepare them for their next stages in learning and eventual move to school.

Setting details

Unique reference number	EY365838
Local authority	Devon
Inspection number	1068859
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	5 June 2014
Telephone number	

The childminder registered in 2007 and lives in Bere Alston, Devon. She offers care every weekday from 7.30am until 6pm, all year round, except public holidays. The childminder receives funding for the provision of free early years education for children aged two, three and four years.

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