

# Childminder Report

**Inspection date**

26 September 2017

Previous inspection date

6 December 2013

<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 plans effectively for children's progress and development. She observes children as they play and assesses their development frequently, to ensure she quickly identifies and supports any emerging gaps in their progress.
- Partnerships with parents are effective. The childminder forms close partnerships with parents. She shares information regularly and, together, they develop ways to support children consistently, such as to meet children's personal and self-care needs.
- Children develop good physical skills. The childminder provides them with a wide range of interesting activities to help to develop their muscles. For example, children use small tools, such as cutlery, during imaginary play. These help to strengthen their hands in preparation for holding writing equipment.
- The childminder encourages children to be sociable and develop good manners. For example, she ensures children learn to take turns to play with resources and teaches them to say 'please' and 'thank you'.
- Self-evaluation is effective. The childminder seeks parents' views, and she reflects on her practice and plans for improvement well. This has helped her to look at how to develop more outdoor play opportunities.

### It is not yet outstanding because:

- The childminder does not build on opportunities to talk to children about the importance of developing healthy lifestyles so they understand the benefits of the practices they follow.

## 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 teach children about the importance of developing healthy lifestyles.

### Inspection activities

- The inspector observed children playing independently, with friends and with the childminder.
- The inspector spoke to parents and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder.
- The inspector discussed how the childminder organises her setting and plans for children's progress and development.
- The inspector sampled a range of documents, including suitability checks, children's development records and policies.

### Inspector

Tristine Hardwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to identify and report any concerns she has about children's welfare and safety. She keeps her knowledge of child protection up to date. She has relevant contact details of other professionals so she can report any concerns promptly. Since the last inspection, the childminder has made good improvements to extend partnerships with other professionals involved in children's care, to provide children with consistent learning arrangements. The childminder keeps her teaching skills and knowledge up to date successfully. She researches and discusses new ideas, such as craft activities, with other childminders, which enables her to increase the range of creative experiences for children. She has discussions with other professionals to enable her to provide appropriate support to develop children's language skills.

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

The childminder interacts well with children to blend learning experiences into their play. For example, as children play imaginatively, she describes their actions to extend their vocabulary. The childminder repeats words and phrases back to younger children, to help them learn how to pronounce words correctly and build their confidence in speaking. The childminder supports children's interests well. For example, she reads children's favourite stories. She builds on this activity well and offers children the opportunity to extend their ideas even further, such as using craft equipment to make pictures of characters in the book. Children are motivated to learn.

### Personal development, behaviour and welfare are good

Children are happy. They settle quickly to begin playing and learning. The childminder forms close bonds with them and quickly recognises their needs. For example, she knows when children become hungry or tired. The childminder helps to build children's good self-esteem. She praises their achievements and gives them small tasks to complete, such as selecting cups and plates at snack time, which helps to develop children's independence. The childminder builds on these skills effectively by encouraging children to cut up their own fruit at snack time.

### Outcomes for children are good

Children make good progress. They are sociable and greet their friends with excitement as they arrive. They learn to take turns, and younger children recognise sharing as a positive experience. Children learn mathematics. They count in sequence and move their arms to show they understand how tall wheat will grow. Children learn about nature and the world around them, such as at harvest time the farmer will cut the wheat. Children enjoy using their imaginations and play with resources to help them learn more about their everyday experiences, such as making 'tomato sandwiches' for the childminder. Children develop skills to help prepare them for their next stages in learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY461598
<b>Local authority</b>	Devon
<b>Inspection number</b>	1063481
<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 - 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	6 December 2013
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Crapstone, Devon. She offers care three days a week from 7.30am until 6pm, all year round, except public holidays. The childminder is qualified to level 3 in childcare and education.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

