

# Childminder Report

## Inspection date

21 November 2017

Previous inspection date

19 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- All children make good progress in their learning. They communicate effectively and can climb, count, paint and retell favourite stories. Children are well prepared for the next stage in their education.
- The childminder and her assistant form positive relationships with children that help to ensure children are emotionally secure and settled. Older children enjoy playing with their friends in the play kitchen. They take turns and share toys well. Younger children understand the routines and are curious.
- The childminder uses her accurate knowledge of children's learning and development to plan activities that enable them to make the next steps in their learning.
- The childminder and her assistant follow children's interests effectively when children choose what they want to do. The childminder provides good explanations, for example, when children mix water with the sand and discover it does not flow through a funnel.
- The childminder continually reviews, develops and improves the resources and her practice. She ensures that she and her assistant update their skills by completing relevant courses and applying what they have learned to improve their teaching. She seeks out new ideas for learning activities through online forums, for example.

### It is not yet outstanding because:

- The childminder has not fully considered how she can make best use of the space available to provide children with the best possible learning environment. Sometimes the space given to activities is too cramped for children to make the most of the learning experience on offer.

## What the setting needs to do to improve further

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

- consider more carefully the organisation of space and resources to offer children an environment that more fully supports their play and learning.

### Inspection activities

- The inspector observed teaching and learning, indoors and outdoors.
- The inspector conducted a joint observation of learning with the childminder.
- The inspector considered letters from parents and took their views into account.
- The inspector reviewed assessments of children's learning and development with the childminder.
- The inspector sampled necessary documents relating to policies and procedures.

### Inspector

Janet Dinsmore

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder shares information effectively with parents so they are well informed about what their children have been learning. She encourages parents to contribute their knowledge of their children and ideas for their learning. Parents know that their children are making good progress with their development and are well cared for. Safeguarding is effective. The childminder knows what signs to look for and to whom to report if she notices any significant changes in behaviour, for example. She has made sure that all the actions and recommendations from the previous inspection have been addressed well. She shares a summary of the progress check for children aged between two and three years with parents and encourages them to pass information on to their health visitor at the appropriate time. Teaching has improved since the last inspection. The childminder carefully selects toys and resources to capture the interests of the children attending.

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

Children are inquisitive and keen to investigate how balls roll down a slope. They work out how to print and make marks with paint, using a range of materials, such as feathers and pom-poms. The childminder and her assistant talk to children about their achievements and what they are doing. They help them to develop their understanding of numbers and how to count. They teach children about sizes and colours as they build a tower of graduated cups, for example, or complete a range of jigsaws. Children use their imagination, for example, as they make toast and tea. They enthusiastically make sure all their friends can join in too. The childminder makes sure that parents are aware of their children's developmental milestones. She ensures that any slowing of progress or gaps in learning are identified, so she can work with parents to address these in her setting and at home.

### Personal development, behaviour and welfare are good

Children are confident. They are keen to communicate and to involve adults in their play. They explain what they are doing and show consideration for each other when taking turns on the slide. Children understand how to move safely and negotiate steps or changes in ground level. The children know that fruit and vegetables are healthy food. They learn about traditions from cultures other than their own. The childminder and her assistant are good role models, always treating others equally and with respect. Children learn how to look after themselves. For example, they are beginning to understand how to use tissues and to wash their hands when they need to.

### Outcomes for children are good

Older children can recognise colours, tell others about the roles they are playing and use moulds to make models in the sand. They understand that a jug full of water is heavy and they can recognise and predict events in a familiar story. Younger children eagerly recognise animal pictures and know that lions and tigers roar. They know where toys are kept and how to put them away. Children can manoeuvre themselves on small tricycles. They use their emerging vocabulary well to say what they would like to eat.

## Setting details

<b>Unique reference number</b>	EY455672
<b>Local authority</b>	Devon
<b>Inspection number</b>	1111387
<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 - 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 July 2016
<b>Telephone number</b>	

The childminder registered in 2012. She lives in the St Loyes area of Exeter, Devon. The childminder's husband works as her assistant. They provide care on Tuesday, Thursday and Friday, all year round, including before and after school. The childminder holds an early years qualification at level 3.

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Piccadilly Gate  
Store St  
Manchester  
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