

# Childminder Report

**Inspection date**

7 February 2018

Previous inspection date

23 February 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

- The childminder uses her childcare qualification well to provide a good range of learning activities that keeps children motivated and engaged. For example, children enjoy playing sensory games to guess animal body parts.
- Children have developed positive relationships with the childminder. They enjoy her company, and she helps them feel emotionally secure within her home.
- The childminder has good links with other providers. For instance, she identifies children's additional needs and seeks necessary support to help progress their learning and development.
- Children are confident learners and enjoy the responsibility of carrying out small tasks, such as laying the table for lunch and preparing their own snack, using safety knives to chop fruit.
- Children make good progress in their learning. The childminder helps them develop new skills in preparation for school, such as developing letter and number recognition.

### It is not yet outstanding because:

- Although the childminder has systems for obtaining information from parents about children's starting points, she does not use these consistently to help her build on children's interests and abilities.
- Occasionally, the childminder does not extend discussions during adult-led activities to further enhance children's language development.

## What the setting needs to do to improve further

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

- consistently obtain information from parents about children's starting points and current interests, to help build on what children already know and can do
- extend discussions during adult-led activities, to help further children's language skills even further.

### Inspection activities

- The inspector observed a range of activities, and assessed the quality of the childminder's teaching and learning.
- The inspector carried out a joint observation with the childminder to discuss children's learning and progress.
- The inspector held an interview with the childminder to discuss aspects of leadership and management.
- The inspector spoke to children, and sought written statements from parents to gain their views on the childminder's provision.
- The inspector looked at a range of documentation, including children's records, the childminder's suitability and qualifications, and safeguarding policies and procedures.

### Inspector

Joanne Steward

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to keep children safe from harm. She is alert to any signs or symptoms of when a child may be at risk, and knows whom to contact to ensure their safety. The premises are secure and the childminder practises regular fire drills with children, to ensure they understand the procedures in the event of a fire. This helps to keep them safe. The childminder has a clear understanding of her strengths and areas to develop. For example, she would like to improve her technology skills and would like to label children's toy boxes so that they know where to find resources. The childminder has recently developed the garden area so children can benefit their physical skills further. She has extended her professional development well through research, to help support children with additional and more complex needs. The childminder knows to ensure her assistant understands expectations and how to support children well.

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

The childminder makes frequent observations of children, identifying their next steps well. For example, children learn how to play games cooperatively and learn about negotiation. Children enjoy mathematical activities, naming flat shapes such as 'square', 'circle', 'triangle' and rectangle'. The childminder teaches them how to make repeating patterns and encourages children to thread shapes. Children have good opportunities to visit places within the local community with her. For example, they enjoy outings to the farm, zoo and beach, helping them to identify animals and natural objects they have seen.

### Personal development, behaviour and welfare are good

The childminder helps children to have a thorough understanding of healthy foods. For example, she has carried out some good research on 'healthy eating' and effectively talks to children about which foods benefit the body and those that contain lots of sugar. She actively promotes hygiene procedures, such as ensuring children wash their hands thoroughly before eating. The childminder ensures children's safety is a high priority. For example, she checks children's height and weight regularly to ensure they have the correct fitting car seat, according to their size and age. This helps to keep children safe when travelling. Children are encouraged to be independent learners. For instance, they are able to zip up their own coats successfully.

### Outcomes for children are good

Children make good progress in preparation for school. They learn how to hold a pen well, to help them write numbers and letters of the alphabet, effectively supporting their early literacy skills. Children follow instructions and sustain attention well, such as when playing board games, supporting good listening skills. They are active and interested learners, engaging well in different activities.

## Setting details

<b>Unique reference number</b>	153973
<b>Local authority</b>	Devon
<b>Inspection number</b>	1089790
<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>	2 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 February 2015
<b>Telephone number</b>	

The childminder registered in 1997. She lives in Tavistock, Devon. She operates Monday to Friday from 7am to 6pm, 48 weeks of the year, with occasional overnight stays. The childminder offers free early education funding for children aged two, three and four years old. She holds a level 3 qualification in home-based childminding and occasionally works with an assistant.

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