

# Childminder Report

**Inspection date**

11 April 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 is a positive role model. She provides children with good examples of how to interact with others and encourages them to think about how other people feel, to support their increasing social skills.
- Partnerships with parents are effective. The childminder exchanges information with them frequently so they can work together to support children and extend their skills consistently.
- Children develop secure physical skills. They enjoy activities that help to develop their smaller muscles, such as using tweezers to pick up small figures. They develop their larger muscles well, such as playing and exploring energetically in the outdoor area.
- Self-evaluation is effective. The childminder constantly reflects on her practice and seeks parents' views on her service. This helps her to plan and action improvements to support children and their families' changing needs.

### It is not yet outstanding because:

- While the childminder organises a range of experiences for children to learn some mathematical skills, such as counting and recognising numbers, she does not extend this enough to teach them about shapes, space and measure as well as she could.
- The childminder does not provide younger children with enough time to think, create or extend their own ideas, to help develop their learning skills independently.

## What the setting needs to do to improve further

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

- build on children's mathematical learning experiences even further to include all areas, especially shapes, space and measure
- provide more time for the youngest children to think, create and extend their own ideas and control their learning more independently.

### Inspection activities

- The inspector observed children playing independently, with their friends and with the childminder.
- The inspector considered parents' views by reading testimonials written for the inspection and spoke to children at appropriate times during the inspection.
- The inspector and the childminder discussed an activity enjoyed by children and the intended learning outcomes.
- The inspector spoke to the childminder about how she organises her setting and plans for children's learning.
- The inspector sampled a range of documents, including children's records, policies and training records.

### 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 safety and welfare. She keeps her knowledge of child protection up to date well, to ensure she is familiar with relevant contact details and can report any concerns quickly. The childminder keeps children safe at all times. She practises evacuating her home with children, which helps to familiarise children with how to behave in an emergency. She completes ongoing risk assessments to help her to minimise any hazards where children play and learn. The childminder keeps her teaching knowledge and skills up to date well. For example, she attends a range of courses and researches independently about different ways to support children's individual needs, such as researching new ways to support their communication skills.

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

The childminder gathers relevant information about children from their parents before they attend. She uses this effectively to organise activities children enjoy from the beginning, helping them to be motivated to learn and develop positive attitudes to learning. The childminder completes ongoing observations and plans opportunities that help children to progress. For example, she organises experiences for younger children to strengthen their smaller muscles so they are strong enough to hold small tools, such as pencils, in readiness for very early writing. The childminder completes regular assessments of the progress children make. She successfully uses these to help her monitor and support any gaps in their learning. The childminder works well with parents to complement activities at home and in her setting, which helps to consolidate children's skills. For example, reading favourite stories to support their literacy development.

### Personal development, behaviour and welfare are good

Children are happy and settle quickly. They enjoy the activities organised by the childminder and develop skills to help them prepare for their next stages in learning. Children benefit from group activities. For example, older children share ideas and develop their own games, such as a shopping game. The childminder successfully promotes children's good behaviour. She reminds them to follow 'house rules', such as having 'kind hands' and being polite. When there are instances of challenging behaviour, such as about sharing equipment, the childminder is calm and sensitively explains how their behaviour affects others. Children behave well.

### Outcomes for children are good

Children enjoy a range of experiences across all areas of learning. They learn successful language skills and communicate well with their friends and the childminder. Children are active and curious. For example, younger ones who are still settling in, confidently explore and investigate their new surroundings. Children learn to count and begin to develop their literacy abilities, such as recognising words that begin with the letter 'b'. Children make good progress in relation to their starting points, which prepares them well for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY498400
<b>Local authority</b>	Torbay
<b>Inspection number</b>	1041692
<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 - 4
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016 and lives in Torquay, Devon. She offers care every weekday, except Thursday, from 8am to 5.30pm all year round, including overnight care if required. The childminder receives funding for the provision of free early years education for children aged two, three and four years.

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