

Childminder report

Inspection date	4 December 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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 from their starting points in learning. They grow and develop confidence while they are with the childminder. The childminder is skilled at interacting with the children. They develop good communication and language skills and are sociable.
- Children form warm, secure and close relationships with the childminder. They are responsive to her praise and display good levels of confidence and engagement. This supports their emotional well-being effectively.
- Children behave well. They confidently join in the activities, learn to share and use good manners.
- The childminder works well in partnership with parents to meet children's individual needs. This helps to provide continuity of care and learning for children.
- The childminder provides a stimulating environment with a good range of resources, which successfully supports children's learning. Children are engaged, motivated and eager to learn.
- At times, the childminder's assessments and planning for children's future learning are not as precise as possible, to help her ensure they make even better progress.
- The childminder does not make the most of opportunities to help children to develop their understanding of how to keep themselves safe in the event of an emergency.

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 assessments to focus more precisely on children's next steps in learning, to help them make the best possible progress
- help children more to develop their understanding of how to leave the premises quickly in the event of an emergency.

Inspection activities

- The inspector observed activities and the impact of teaching on children's learning.
- The inspector held discussions with the childminder and engaged with the children.
- The inspector looked at a selection of documentation.
- The inspector discussed self-evaluation and observations of the children's play, learning and progress with the childminder and evaluated an activity with her.
- The inspector took account of the views of parents and carers, provided in their written feedback.

Inspector

Dawn Biggers

Inspection findings

Effectiveness of leadership and management is good

The childminder successfully evaluates her practice, supervises her assistant, and knows her strengths and areas for improvement. The childminder reviews and monitors the children's progress well overall. She researches information and liaises with her local authority support worker to continue to develop her processes and to improve the quality of teaching. Planned activities successfully engage all the children and support their interests well. Safeguarding is effective. For example, the childminder keeps her and the assistant's first-aid and safeguarding knowledge and practice up to date. This enhances their understanding of when to report concerns and how to respond to accidents, and administer treatment in an emergency.

Quality of teaching, learning and assessment is good

The childminder knows the children well and supports their social interactions and communication skills. For example, she skilfully listens, asks questions and uses a commentary well. Children are responsive, and confidently use language to express themselves, and younger children use words and gestures. The childminder encourages the children to problem solve. For example, children find different sized blocks to support the weight of the toy train bridge and recognise what shapes they need to make a bend in the track. The childminder enthusiastically supports children's imaginative and creative play. For example, she engages with them as they enthusiastically pretend to blow and pop bubbles. Children learn how to manipulate the musical instruments to make different sounds and rhythms.

Personal development, behaviour and welfare are good

The childminder makes children aware of potential hazards and uses good safety equipment. For example, she engages them in tidying up to make more floor space and uses high-visibility vests for outings. Children benefit from exercise and enjoy outings. They demonstrate good physical skills, for instance, they move confidently in the play room and access the toys. Children know when they are thirsty and confidently access their drink container. They show increasing independence with their self-care skills and engage in good hygiene routines. For instance, they competently wash their hands after using the toilet and see the childminder's good role-model practices.

Outcomes for children are good

Children are happy, confident, inquisitive and eagerly participate in activities with the other children. For example, they match, persevere with puzzles, become familiar with numbers and use language well to express themselves. They practise new skills and make sounds with the musical instruments. Children are motivated to learn and demonstrate good concentration skills. They have strong friendships. Children gain strong skills in preparation for their future learning and for school.

Setting details

Unique reference number	EY539675
Local authority	Cornwall
Inspection number	10079387
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

The childminder registered in 2016. She lives in Looe, Cornwall. The childminder's service is open from 7am to 6pm on Monday to Friday, all year round. She works with an assistant.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

