

Childminder report

Inspection date	16 January 2019
Previous inspection date	22 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	1
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

- The childminder offers a welcoming, home-from-home environment. Children receive a warm welcome and settle quickly to play.
- Partnerships with parents are positive. Parents comment on how much they value the good care and support the childminder provides for their children.
- The childminder uses what she knows about children to ensure that she challenges them effectively. Regular observations and planning ensure that children enjoy a variety of activities that link to their next steps of learning. Children make good progress in their learning from their starting points.
- Children of all ages demonstrate good behaviour, manners and respect for others. For example, older children support younger children in daily routines.
- At times, the childminder does not allow children sufficient time to complete tasks for themselves.
- The childminder does not consistently provide parents with detailed information about how they can help their child to continue with their learning at home.

What the setting needs to do to improve further

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

- consistently allow children sufficient time to complete tasks for themselves
- extend methods for communicating with parents to engage them even more effectively in promoting their children's learning at home.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and children's records. She discussed the childminder's policies and procedures.
- The inspector checked evidence of the suitability of the childminder.
- The inspector took account of the views of parents provided through written testimonials.

Inspector
Sarah Warne

Inspection findings

Effectiveness of leadership and management is good

The childminder evaluates her practice and ensures that she keeps her knowledge about early years issues up to date through proactive training. She uses strategies from training to improve her practice. For example, the childminder plans activities well to support children's early reading and writing skills. The arrangements for safeguarding are effective. The childminder understands the signs that may indicate a child's welfare is at risk and is aware of local safeguarding procedures. The childminder has a clear understanding of how to assess and minimise potential hazards both at home and during outings. She has policies in place to keep children safe and ensures that her premises are secure.

Quality of teaching, learning and assessment is good

The childminder has a sharp focus on developing children's communication and language skills. She provides a narrative as children play and offers clear and detailed explanations. The childminder provides a wealth of resources which children are keen to access. For example, children play with toy vehicles and talk with enthusiasm about how diggers operate on a building site. Children enjoy many opportunities to express ideas and develop their imaginations as they play. For example, in imaginative play they express that they are cooking pancakes and making toast for breakfast. The childminder plays alongside children and follows their interests. For example, she helps children to set up a car racing track and talks about the number and speed of the cars.

Personal development, behaviour and welfare are good

Children have warm close relationships with the childminder. They go to her for reassurance and cuddles during their play. Children behave well and enjoy talking to the childminder about their home life and play. This helps them to develop an understanding of families and their community. The children take account of what others have to say, and they take turns. The childminder offers lots of praise and encouragement. This ensures that children develop a positive sense of themselves. There are opportunities for children to enjoy physical exercise during the day. The childminder plans local walks around the community and parks to enable children to learn about the world in which they live. Children learn about the importance of living a healthy lifestyle. For example, the childminder talks with them about eating healthy food, such as fruit.

Outcomes for children are good

Children are very well prepared for their next stage in learning, including the move on to school. Children ask questions and show interest in the lives of the childminder and visitors. They make independent decisions about their play and express themselves well. They are confident to ask for help from the childminder when they need it. Children notice and point out features in the local environment. For example, they name the colours of cars during a walk. Daily trips to the local school support younger children in recognising routines and developing friendships with older children.

Setting details

Unique reference number	EY301343
Local authority	Devon
Inspection number	10083112
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	22 May 2014

The childminder registered in 2005. She lives in South Brent, in Devon. The childminder operates all year round, from 8am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder takes and collects children from the local primary school.

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Piccadilly Gate
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