

Childminder report

Inspection date	15 January 2019
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

- The childminder assesses children's learning effectively, helping them to develop strong communication and language skills. All children, including those in receipt of two-year funding, develop in confidence and make good progress in their learning in readiness for their move to school.
- Children behave well and develop good social skills and friendships. The childminder is consistent in her approach and children respond well to praise and encouragement. They learn to share and use manners and are considerate to others.
- The childminder develops effective partnerships with parents and other early years settings. They work together to meet each child's care and learning needs through a consistent approach.
- The childminder's evaluations are effective. She monitors her practice well to make sure she identifies future improvements to benefit outcomes for children.
- The childminder does not store resources as well as she could to help children make more informed decisions to follow their play.
- At times, the childminder does not use all opportunities to help children gain the skills required to use various implements correctly, in preparation for writing.

What the setting needs to do to improve further

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

- extend children's choices and opportunities to further follow their play and ideas
- make the most of opportunities for children to learn how to use different tools, in order to develop their physical skills and abilities in preparation for early writing.

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 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 accurately evaluates her practice and successfully identifies areas for improvement. She reviews and monitors the children's progress well to identify any differences in their learning. The childminder continues to develop her practice, for example through accessing information in childminder forums and liaising with a local support network of childminders. She uses this information to effectively develop her practice, such as planning. For example, she has reviewed how she plans child-led activities that successfully engage all children and support their interests well. Safeguarding is effective. The childminder keeps her safeguarding knowledge and practice up to date. This enhances her understanding of when and where to report concerns in order to safeguard children.

Quality of teaching, learning and assessment is good

The childminder enthusiastically engages and supports children's learning well. For example, she encourages children to think and find solutions to problems, such as when matching pieces in a puzzle. The childminder introduces early mathematical concepts. Children become familiar with counting and recognise that the tower they are building with the bricks is a big one. The childminder introduces activities well and children eagerly engage in and enjoy stories. For example, they lift pictures in the book and use language well in response to the childminder's good interactions and questions. Children confidently share what they see and are imaginative in their play. They adapt toys well, rolling pens to represent a train moving along a track.

Personal development, behaviour and welfare are good

Children move confidently in a safe, secure environment and learn about potential dangers well. For example, they learn about road safety and practise fire evacuation procedures. They show increasing independence with their self-care skills, for instance, younger and older children competently wipe their hands before they eat. Children recognise when they are thirsty and show independence as they help themselves to drinks. Their health and well-being are promoted well, and they benefit from daily fresh air and exercise, including walks and visits to places of interest in the community.

Outcomes for children are good

Children learn key skills that prepare them for their next stage in learning and the move to school. They eagerly explore the environment and resources, leading their own play. Children are happy, confident and inquisitive. For example, they use language well to express themselves and experiment, and are creative with patterns. Children show perseverance at complex tasks, such as completing complex puzzles. They are sociable and show a good interest in numbers and colours, and use their imagination well.

Setting details

Unique reference number	EY541157
Local authority	Torbay
Inspection number	10089505
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

The childminder registered in 2016. She lives in Brixham, Devon. The childminder offers care all day, Monday to Friday.

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

