

Childminder report

Inspection date	23 January 2019
Previous inspection date	19 March 2014

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

- Children are confident, secure and settle quickly in the childminder's care. They form strong attachments with the warm and friendly childminder, and enjoy their time at the setting.
- The childminder provides a good range of activities and resources that motivate children to explore and learn. She knows them well and sets out toys they like, such as providing small-world sets for children who have a keen interest in vehicles. These children become engrossed in their play, pushing the toy cars and tractors across the floor and talking about what happens to them.
- The childminder closely monitors the children's achievements and assesses their development accurately. Children make good progress from their starting points across all areas of learning.
- The childminder is very organised and has a secure knowledge and understanding of her responsibilities to fulfil the requirements of the early years foundation stage. She regularly reviews her detailed policies and procedures in order to ensure they reflect her practice and take account of legislation changes.
- The childminder does not make best use of all activities and routines to build on children's individual next steps in learning, particularly for their early writing skills, to help them make even more progress.
- Partnerships with parents are not as effective as they could be, including when children first attend, to enable the childminder to prioritise children's care to the highest level and extend their learning further.

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 opportunities to provide highly challenging activities that build on what individual children know and can do, particularly to support their early writing skills, to help them make even more progress
- work in closer partnership with parents, including when children first start, to provide greater consistency in children's care routines and development.

Inspection activities

- The inspector observed children while they played and interacted with the childminder, and during a planned activity.
- The inspector carried out a joint observation with the childminder to discuss the quality of teaching and learning during a planned activity.
- The inspector spoke with children throughout the inspection and took account of parents' written feedback.
- The inspector held discussions with the childminder about the children, and her procedures and practice.
- The inspector sampled a range of documents, including suitability checks, training certificates and children's learning records.

Inspector

Sarah Madge

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of child protection matters. She knows how to identify if a child is at risk of harm and the action to take to keep them safe. She has completed relevant child protection training and has a good understanding of wider safeguarding issues, such as how to recognise if children are being exposed to extremist views. The childminder continues to update her knowledge and skills effectively to benefit the children. For example, she researches new craft activity ideas to support children to be more imaginative and develop control and coordination. The childminder evaluates the setting well. Since the last inspection, she has effectively addressed the previous recommendation and now provides more opportunities for children to choose to make marks in different ways. She has plans to introduce signing, to extend children's communication and language skills.

Quality of teaching, learning and assessment is good

Overall, the childminder involves parents well in their children's experiences, including giving them detailed accounts of their child's day and sharing the children's next steps in learning. The childminder quickly recognises when children's concentration is beginning to drift and skilfully refocuses their attention, such as by enthusiastically suggesting they play with something else. Children are confident communicators. They use good vocabulary and frequently share their thoughts with the childminder. For example, at snack time, older children suggest that if they plant a grape in the soil, a 'grape tree' will grow. The childminder responds sensitively to their comments, such as subtly modelling the pronunciation of words when children say them incorrectly. Children are keen to look at books with the childminder and listen with interest. Older children confidently have a go at re-telling stories, using the pictures as prompts.

Personal development, behaviour and welfare are good

The childminder effectively builds children's self-esteem. For example, she reassures and encourages them when they struggle to open a toy, and praises them when they succeed, at which children smile proudly. They initiate 'high fives' when they feel they have done a good job, such as after tidying away the toys. The childminder gently reminds them to use good manners and to be kind to their friends. Children develop good social skills, behave well and play together cooperatively. The childminder teaches children to manage some tasks for themselves. For instance, she shows older toddlers how to wash their hands, to help them learn to do this independently.

Outcomes for children are good

All children make good progress in their development and acquire the key skills needed for later learning, including school. Children begin to learn to recognise their own written name and the older children join in with counting. Children have a trusting relationship with the childminder and are keen to participate in activities and have a go.

Setting details

Unique reference number	EY467555
Local authority	Devon
Inspection number	10068869
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	1
Number of children on roll	7
Date of previous inspection	19 March 2014

The childminder registered in 2013 and lives in the village of Tedburn St Mary on the outskirts of Exeter. She offers care to children each weekday, all year round.

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.

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