

# Childminder report

<b>Inspection date</b>	2 April 2019
Previous inspection date	10 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 evaluates her own practice and identifies training to help further develop her knowledge and skills. For example, she is a member of a professional body and uses training to update policies and procedures which help her to keep children safe.
- The childminder uses her observations and assessment of children to plan a variety of interesting play experiences. For example, children enjoy making shapes with play dough and exploring sand and natural materials. Children make good progress from their starting points and engage in their learning.
- Children make choices and lead their own play. The childminder supports their language and communication skills well. She reads engaging stories and sings familiar songs, which the children enjoy.
- Parents are very positive about the standard of care their children receive and regularly share their thoughts and views. They appreciate the homely atmosphere and describe the childminder as an extended family member. The childminder works closely with parents to identify children's needs. She works in partnership with other professionals, to ensure they provide continuity of care and education for the children.
- Children play in a well-resourced and secure environment. They learn about their own safety. For example, they wear helmets when riding bicycles. They consider how to manage risks, as the childminder adds challenge to the activity with traffic cones for children to negotiate space.
- Children form close relationships with the childminder. They enjoy meeting other children and familiar adults at groups they attend with her, for instance, at local parks and play centres. This helps children to develop good social skills in readiness for school.
- Systems used for the monitoring and tracking of children's development do not provide a sharp enough focus to enable the childminder to swiftly identify and address gaps in children's learning.

## 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 the systems for monitoring and tracking children's development, to provide a sharper focus on swiftly identifying and addressing gaps in their learning.

### Inspection activities

- The inspector observed the childminder and children in their indoor and outdoor activities.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector looked at documentation required for the efficient running of the childminder's provision.
- The inspector read feedback from parents.
- The inspector checked safety of the premises.

**Inspector**  
Carly Ellicott

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has high regard for monitoring children's safety. She vigilantly assesses all areas of her home and takes action to ensure children remain safe. For example, she uses visual aids to remind children what to do in the event of a fire. The childminder is fully aware of her role in safeguarding children. She understands the procedures to follow if she has a concern about a child. She actively seeks professional development opportunities to increase her knowledge and skills. For example, training in outdoor learning has impacted positively on her ability to extend children's engagement, with activities which explore shape, space and measure in nature. The childminder communicates daily with parents, who keep her informed of any changes to their child's routines or needs.

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

The childminder plans activities that support children's individual learning needs. She talks to children, encouraging them to think and put their thoughts into words and share their ideas. For example, they pause during outside play to observe and trace shadows, noticing differences and similarities. The childminder engages in imaginative play with children, recalling past shared experiences. For instance, they role play a train trip. Children enjoy construction play and manipulate different pieces of train track until they fit together, delighting in small-world play. The childminder provides resources that stimulate children's interest and curiosity. For example, children show great interest observing the life cycle of butterflies and frogs. The childminder provides books and resources to extend children's understanding of the world. Children carry out creative activities to capture their understanding in imaginative ways. For instance, they proudly discuss their paintings, which are on display.

### Personal development, behaviour and welfare are good

Children are happy and settled. They are familiar with routines and expectations, demonstrating good behaviour and manners. Children are developing independence with personal care and hygiene. For example, young children wash their hands and sit themselves at the table for mealtimes. Children benefit from time spent outside in the fresh air. They learn to take risk with appropriate challenge. For instance, they visit local parks and climb steps to the large slides, developing their coordination and building their confidence and self-esteem. Children are confident communicators and enjoy conversations with the childminder, which helps to develop their vocabulary. The childminder cares for children well. They enjoy her company and she incorporates children's individual routines into the day.

### Outcomes for children are good

Children learn the essential skills needed to help prepare them for future learning, including going to school. They confidently ask questions and eagerly engage in activities, such as mark making and counting games. Children enjoy the company of their peers and have established secure relationships with the childminder. Children use problem-solving skills to match toys together and delight in the praise they receive.

## Setting details

<b>Unique reference number</b>	EY344862
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10062199
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	10 July 2015

The childminder registered in 2007 and lives in Wadebridge, Cornwall. She operates Monday, Wednesday and Thursday from 8am to 6pm, Tuesday from 8am to 3.30pm and Friday 2pm to 5pm, all year round. The childminder provides funded early education for two-, three- and four-year-old children. She has a level 3 qualification in childhood studies.

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