

Childminder report

Inspection date	7 May 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 is experienced and well qualified. She carries out reflective evaluation of her practice and prioritises future improvements to her provision. For example, she has exciting plans to introduce loose part resources that children can use in a variety of ways to develop their imaginative and creative play.
- The childminder provides children with an attractive and stimulating learning environment. She supports children's natural curiosity as they explore and discover indoors and outside. For example, the childminder teaches children to compare size, shape and colour as they roll balls down the slide to explore cause and effect.
- The childminder provides children with daily opportunities to exercise and develop their physical skills. For example, they take part in yoga classes and build up their strength and coordination as they enjoy playing with ride-on toys.
- Parents speak highly of the care and education provided. They feel well informed of their children's progress and engage well with methods of sharing information. For example, parents use an app version of online assessment tools which provides them with regular updates.
- The childminder uses systems to monitor children's progress, including those children who are excelling. This helps to identify any gaps in their learning and quickly act to ensure that these gaps are closed.
- The childminder does not gather precise information when children first start attending, to quickly establish their initial starting points.
- The childminder has not fully extended her programme of professional development in order to raise standards of care and education even higher.

What the setting needs to do to improve further

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

- gather precise information when children first start attending, so that development and prior achievements can be considered fully when assessing their initial starting points
- extend the programme of professional development to raise standards in teaching and learning even higher.

Inspection activities

- The inspector observed the childminder's interactions with children throughout the inspection.
- The inspector talked with the children and held discussions with the childminder throughout the inspection.
- The inspector evaluated the effectiveness of an activity with the childminder and discussed a sample of children's records with her.
- The inspector looked at a range of documentation, including policies and procedures and safeguarding documentation.
- The inspector had a tour of the premises and reviewed the resources with the childminder.

Inspector
Carly Ellicott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has secure plans in place to keep children safe. She carries out detailed risk assessments and uses policies and procedures to effectively maintain children's welfare. The childminder has a good understanding of child protection and knows the signs and symptoms of abuse. She fully understands her role and responsibilities in keeping children safe and knows how to report concerns. The childminder regularly evaluates her provision. She draws on the views of parents and children to make positive changes. For instance, parents provide evaluative feedback through regular questionnaires. The childminder works closely with another childminder and seeks opportunities to reflect upon her practice. For example, she attends networking events, such as community groups, and contributes to online forums. The childminder has established strong links with other professionals, including local school teachers. This helps her to prepare children well for the transition to school.

Quality of teaching, learning and assessment is good

The childminder skilfully supports children's understanding of mathematical concepts. For instance, she models mathematical language during counting games and asks children questions, to clarify their thoughts and extend their learning, during circle times. The childminder plans stimulating activities which support children's communication and language in fun ways. For example, she asks questions which help to extend children's vocabulary during discussions which explore feelings and emotions. Children are eager to learn. They delight in positive praise during structured activities. For example, children respond enthusiastically and repeat rhyming sounds during phonics games. They sing familiar songs, noticing patterns and identifying rhymes correctly, such as 'chilly' and 'silly'. The childminder has developed effective partnerships with other settings that children attend. This enables her to share information about their learning.

Personal development, behaviour and welfare are good

Children behave well and keep themselves safe from risks. For example, they play in public spaces while staying within the boundaries set by the childminder. Children take turns, show kindness and respect for one another and are familiar with the childminder's routines and expectations. For instance, they confidently tidy away toys and resources and get themselves ready for outdoor play. Children are settled and happy. They show affection towards the childminder and eagerly engage her in their play. For example, they engage in imaginative role-play activities and pretend to bake cakes, which they share. Children are developing independence. For instance, they pour their own drinks at snack time and select resources for self-chosen play. The childminder extends children's experiences, complementing their overall development. For example, children benefit from regular phonics sessions in the community, outings to the forest, Spanish classes, playgroups and local parks.

Outcomes for children are good

Children learn key skills that help to provide a strong foundation for later learning. For example, older children know how to write their names. Children enjoy playing with play dough, building imaginative models and describing colours and textures as they play.

Setting details

Unique reference number	EY541313
Local authority	Plymouth
Inspection number	10093957
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 7
Total number of places	4
Number of children on roll	10
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Tamerton Foliot, Plymouth. She operates Monday to Friday from 7am to 6pm, all year round. The setting is known as 'Safe Hands'.

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