

Childminder report

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| Inspection date | 9 May 2019 |
| Previous inspection date | 18 January 2016 |

| 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

- Partnerships with parents are strong. Parents choose this childminder for the nurturing support their children receive. Parents report that they see the childminder and her co-workers like an extended family.
- Children make good progress over time from their starting points. Parents are kept well informed of achievements and progress.
- Children are extremely confident and have good levels of self-esteem. They are encouraged to make choices in all aspects of their learning.
- Children demonstrate good self-help skills and perseverance, only asking for support when needed.
- Older children are well prepared for school. For example, they are able to write their names, use mathematical language confidently, share and take turns.
- The childminder is caring and supportive in nature. She observes and gives the children time and space to make decisions and follow through ideas.
- The children's language is skilfully supported as the childminder models language, provides commentary and extends sentences.
- Children learn to value and respect similarities and differences between themselves and the wider world. For example, children are encouraged to talk about their experiences on holiday and engage in discussions about a wide range of festivals and celebrations.
- The childminder does not have a thorough understanding of current legislation in supporting children with special educational needs and/or disabilities (SEND).
- The childminder needs to further plan the resources available to younger children, matching them to their development stage and interests to fully extend their learning.

What the setting needs to do to improve further

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

- improve understanding of current legislation with regards to supporting the needs of children with SEND
- increase opportunities and resources for younger children to fully engage in play appropriate to their development and interests.

Inspection activities

- The inspector observed the childminder, co-childminder and children throughout the inspection.
- The inspector took account of the views of parents.
- The inspector read the childminder's self-evaluation and sampled the feedback from parents.
- The inspector looked at a sample of children's development records.
- The inspector looked at specific documentation and policies and procedures, including safeguarding processes.

Inspector
Dilys Vincent

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities in supporting children's safety and welfare. She knows what action to take if she has a concern. The childminder and her co-childminders complete regular child protection training to keep their knowledge and understanding up to date. The childminder is reflective in her work and has made recent improvements, such as the use of questionnaires to gather parents' views on the care and learning provided. She makes regular assessments of children's progress and shares these with parents.

Quality of teaching, learning and assessment is good

Children are motivated to learn and enthusiastic about the activities available. Resources are matched well to the older children's interests, to enable them to develop their play and story-making skills. For example, children play with the pirate ship, using the play characters to tell the story of finding treasure. The childminder teaches the children how to use tools correctly, for example how to hold and cut with the scissors. She gently guides and supports them, enabling children to gain independence. Children's creativity is encouraged. While using the play dough children add intricate details to their models, and relate this to everyday experiences. For example, when a child makes a purple nose for his snowman model they ask the childminder if she knew you could now get purple carrots. The children know that the childminder is interested in what they have to say. She gives them time to process language and then repeats and extends their sentences. Planning is carefully linked to the next steps of learning, helping to ensure children are constantly developing new skills.

Personal development, behaviour and welfare are good

Behaviour and good manners are strengths of this provision. The childminder and her co-workers have high expectations that children will be kind and respectful. They model and recognise these qualities in the children. For example, when a child asks for help another child spontaneously goes to assist. When the child returns they talk about how everyone should help each other when needed. The childminder knows the children and families well and shows understanding when the children talk about their home lives. The childminder involves children in topics to help them learn about healthy lifestyles. This includes discussions about the benefits of eating well and the importance of good hygiene routines.

Outcomes for children are good

Children develop a good range of skills in preparation for their future learning. They are happy, confident and inquisitive. They play in a rich learning environment and explore the wide range of resources, which are easily accessible to them. Children show good determination and perseverance as they play and engage in activities such as modelling with dough. Children learn to count and recognise letters and the sounds they represent. Young children are beginning to show independence in their self-care skills, such as learning to feed themselves.

Setting details

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| Unique reference number | EY490077 |
| Local authority | Plymouth |
| Inspection number | 10076504 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 4 |
| Total number of places | 6 |
| Number of children on roll | 12 |
| Date of previous inspection | 18 January 2016 |

The childminder registered in 2015 and lives in Plymouth. Care is available to children Monday to Thursday from 8am until 5.30pm, throughout the year. She works one day each week with two other childminders. The childminder receives funding to provide free early education for children aged two, three and four years.

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