

Childminder Report

Inspection date

15 June 2017

Previous inspection date

4 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 and her assistant are good role models. They praise children's achievements and help them learn to share and take turns. Children behave well.
- The childminder monitors children's progress well and shares information with parents and other professionals, working collaboratively together to support children in their next stage of learning.
- The childminder supports children's individual needs well, such as differentiating activities according to their age and development capabilities.
- Children develop their imaginations well. For example, they learn how to build 'pens' for their animals when playing with the toy farmyard and construct buildings using blocks.
- Children have good opportunities to develop their social skills. They attend regular toddler groups and meet with other children in the area with the childminder, helping them to form strong friendships and social skills.

It is not yet outstanding because:

- The childminder does not consistently provide older children with challenging questions to help them solve problems and extend their language skills further.
- The childminder misses opportunities to help children learn about the names and characteristics of shapes.

What the setting needs to do to improve further

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

- provide older children with further questioning and challenges to help extend their conversations, discussions and thinking skills
- extend children's mathematical understanding further to help them learn about the names and characteristics of shapes.

Inspection activities

- The inspector observed interactions between children, the childminder and her assistant.
- The inspector held a joint observation with the childminder.
- The inspector looked at the childminder's policies and procedures, including children's developmental records.
- The inspector sought the views of parents through written statements and cards.
- The inspector spoke to the childminder and her assistant at appropriate times during the day.

Inspector

Joanne Steward

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good understanding of child protection and procedures to take if they have a concern about a child. The childminder develops her skills well. For example, she has recently attended a nutritional training course, helping her to expand her selection of healthy snacks for children. The childminder evaluates her practice well and has a good understanding of how to improve. For example, she has plans to create a 'bubble area', 'reading den' and 'bug house' outside to support children's interests and learning further outdoors. The childminder supports her assistant effectively to enable them to work together to meet children's needs consistently.

Quality of teaching, learning and assessment is good

Children have good opportunities to go on a wide variety of outings. They learn about steam trains and different animals, helping to develop a good awareness of the world around them. The childminder and her assistant encourage all children to develop their love of books. They help children retell fictional stories, supporting their early reading skills well. All children enjoy making cards for their families. Younger children use 'paint sticks' and older children enjoy using ink stamps and foam stickers, developing their physical control and coordination well. The childminder makes frequent assessments of children's development and uses information from parents, helping to plan a good range of activities for children.

Personal development, behaviour and welfare are good

Children have good opportunities to be independent learners. The childminder enables children to access a variety of resources and supports them well in managing their own personal needs. This helps to prepare them for their move to school. The childminder and her assistant encourage children to take frequent drinks, helping to stay hydrated during hot weather. Children are sociable and enjoy the company of adults and each other. Warm, nurturing relationships help children to feel safe and secure in their environment, supporting their emotional well-being. The childminder is aware of the importance of a healthy lifestyle. For example, she encourages parents to bring healthy lunches for their children and ensures there are plenty of good opportunities for children to be outside. This supports children's physical growth and development well.

Outcomes for children are good

Children are confident and keen to learn, making good progress in their development. Younger children enjoy the texture of shaving foam, developing their senses. Older children make marks in the foam using a variety of tools, such as spoons, brushes and small mops, supporting their early writing skills. Children learn well about other cultures. For example, they learn effectively about different people and their homes through books, and celebrate festivals from around the world.

Setting details

Unique reference number	EY272466
Local authority	Cornwall
Inspection number	1091819
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	12
Number of children on roll	8
Name of registered person	
Date of previous inspection	4 February 2015
Telephone number	

The childminder registered in 2003 and lives in Bodmin, Cornwall. The childminder provides care on Monday to Friday from 7am to 6pm, all year round. She receives early education funding to provide free places for children aged two, three and four years. The childminder works with an assistant.

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Piccadilly Gate
Store St
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