

Childminder Report

Inspection date

26 November 2015

Previous inspection date

3 March 2011

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 understands the requirements of the Early Years Foundation Stage well. She regularly updates and extends her knowledge and skills, which promotes positive outcomes for children.
- The childminder provides a safe and stimulating environment, where children learn successfully through play and exploration.
- Monitoring and assessment systems are effective, which helps the childminder to plan activities to meet children's individual needs and interests so they make good progress.
- The childminder has a good understanding of how to safeguard children. She also teaches children how to keep themselves safe and healthy.
- Children benefit from warm, caring relationships with the childminder. This helps them to develop self-confidence, independence and good social skills.
- The childminder works effectively with parents, other agencies and early years settings to promote continuity of care and shared learning.
- The childminder evaluates her practice effectively to maintain continuous improvement.

It is not yet outstanding because:

- Children do not always benefit from opportunities to make choices about what they will do, or to influence daily routines.
- The childminder does not always make effective use of letters and words in various forms to promote children's early literacy skills.

What the setting needs to do to improve further

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

- provide opportunities for children to make more choices about their play and activities
- increase opportunities for children to see and use the written word in their play activities, to further promote their early literacy skills.

Inspection activities

- The inspector engaged in discussion with the childminder and children.
- The inspector viewed the premises, toys and equipment, and observed interactions between the childminder and the children.
- The inspector took account of written feedback provided by parents.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled documentation, including the safeguarding policy and children's records.

Inspector

Jayne Pascoe

Inspection findings

Effectiveness of the leadership and management is good

The childminder continually extends her professional knowledge and skills through attendance at relevant training, such as the revised early years framework, safeguarding and paediatric first-aid. Safeguarding is effective. The childminder knows what to do if she has any concerns about a child. The childminder regularly reviews and updates risk assessments. This helps her to monitor the safety of the premises, resources and activities, including outings, to keep children safe. Children also learn to keep themselves safe as the childminder encourages them to identify and manage risks. Children climb down from their chairs and negotiate steps carefully. The childminder provides a broad and balanced range of learning experiences that meet children's learning and development needs. She interacts skilfully to help children make good progress in relation to their starting points.

Quality of teaching, learning and assessment is good

The childminder establishes positive relationships with children. This helps her to meet their individual learning needs well. Planned activities truly interest and engage children. The childminder promotes children's positive respect of difference and diversity successfully. She has high expectations of children and provides plenty of praise and encouragement for their efforts, which raises their confidence and self-esteem. As a result, children are keen to learn and make good progress. The childminder monitors children's progress effectively and addresses any gaps in their development promptly. She interacts well to support children's communication and social development. During creative activities, she encourages children to take responsibility for tasks, such as preparing paints. They share, take turns and celebrate their own achievements and those of others. As a result, children develop the key skills to support their future learning.

Personal development, behaviour and welfare are good

Children follow the positive example set by the childminder and are helpful, kind and well mannered. They show consideration and empathy to one another. Children learn to take care of the environment, as they help to tidy away toys after use. The childminder teaches children how to identify and manage their personal care needs and safety well. She successfully promotes children's physical development, as they practise their skills regularly indoors and outdoors. They also benefit from healthy snacks and meals, and follow effective hygiene routines. Children are keen to use these developing skills to enhance their play, for example by caring for the doll during imaginative role play.

Outcomes for children are good

Children are curious, inquisitive and keen to learn. They are confident communicators and socially skilled. The childminder prepares children well for their next stages in learning, which in turn helps them move easily between settings and on to school.

Setting details

Unique reference number	EY278100
Local authority	Cornwall
Inspection number	771350
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	3 March 2011
Telephone number	

The childminder registered in 2003. She lives in St Austell, Cornwall. The childminder is qualified to level 3. She provides care for children on weekdays, all year round.

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