

Childminder Report

Inspection date

17 August 2017

Previous inspection date

24 March 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 uses children's interests effectively to plan and provide a wide range of learning experiences and activities, which supports children well to make good progress.
- Self-evaluation is effective. The childminder successfully identifies areas for improvement to ensure positive outcomes for children. For example, she has developed the outside area to provide more opportunities for children's imaginative play. She has involved the children well in planning the route to and from school, to give them a better understanding of safety.
- Children are happy, confident and settled in the childminder's care. They behave well and share warm, close relationships with the childminder and one another. They feel safe and are emotionally secure.
- Partnerships with parents are strong. The childminder ensures good communication and exchanges daily information about children's learning and activities. She shares children's next steps with parents and provides them with ideas to support children's learning at home successfully.

It is not yet outstanding because:

- The childminder does not make the most of opportunities to encourage children to count beyond five and use language associated with addition and subtraction.
- The childminder misses opportunities to extend and develop older children's skills in understanding letter sounds.

What the setting needs to do to improve further

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

- provide more opportunities for children to count beyond five and to use the language associated with addition and subtraction
- make better use of opportunities for older children to link sounds to letters.

Inspection activities

- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector sampled a range of documentation, including children's records and the childminder's policies.
- The inspector and the childminder observed children during activities and completed a follow-up discussion about children's learning and progress.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' views from their written comments.

Inspector

Michelle Tuck

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a very clear understanding of her role and responsibility to keep children safe. She has good knowledge about child protection issues and knows what to do if she has a concern about a child's welfare. The childminder has effective systems to monitor and track children's progress successfully and address any gaps in learning. She researches ideas from children's interests to improve her teaching skills and widen the experiences that she offers. For example, she has developed skills and understanding to provide children with a wider range of imaginary experiences, such as providing tents and making pretend fires to act out a camping experience.

Quality of teaching, learning and assessment is good

The childminder understands how children learn and develop through play. Children enjoy being creative and the childminder encourages them to explore the good variety of resources to express themselves in their own way. For example, they mix different coloured water, glitter, plants and herbs to make 'magic' potions, and decorate jars to take their potions home. They thoroughly enjoy acting out a favourite story, taking it in turns to be a pig or a wolf, using their voices and bodies effectively to show good characterisation of the part they play.

Personal development, behaviour and welfare are good

Children enjoy being active and have daily opportunities to play outdoors and engage in physical exercise. The childminder supports children's good health well. For example, she encourages children to make healthy food choices and teaches them to follow thorough hygiene routines. The childminder is a positive role model and provides a warm and nurturing environment, which supports children's emotional well-being successfully. She thoroughly risk assesses the environment and the outings she takes with the children, so that they can explore and investigate their surroundings safely. She gives the children lots of praise and encouragement, which effectively boosts their confidence and self-esteem.

Outcomes for children are good

All children gain good skills for future learning and moving on to school. They are very independent. For example, they dress themselves for outside play, prepare the table for snack time and pour drinks for themselves. The youngest children learn to hold tools effectively. For example, they skilfully use knives to cut fruit at snack time and scissors to cut different materials. All children recognise and name colours and shapes successfully and practise their early writing skills using different resources, such as paints and pencils. They develop very good social skills, as they take turns and share resources harmoniously.

Setting details

Unique reference number	EY345723
Local authority	Devon
Inspection number	1092940
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	5
Number of children on roll	5
Name of registered person	
Date of previous inspection	24 March 2015
Telephone number	

The childminder registered in 2007 and lives in Exeter, Devon. She offers care every day from 6.30am until 6pm, all year round, except family holidays and public holidays.

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