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|--------------------------|------------------|
| <b>Inspection date</b>   | 24 March 2015    |
| Previous inspection date | 26 February 2010 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
|                                                                                        | Previous inspection:    | Good        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good        | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The childminder has good relationships with the children. She is attentive and caring, which supports children's emotional well-being, developing their feelings of security and a positive attitude to learning.
- Children form positive relationships with each other. This helps them learn how to behave in social situations and prepares them well for their move onto school.
- Children learn good language and communication skills. This is because the childminder engages them in regular conversations to extend their vocabulary.
- There is a good variety of resources. The childminder stores equipment at a low-level to help children access them independently. This helps children develop new interests and take control of their own learning.
- The childminder regularly evaluates her practice and seeks parents' views through questionnaires and conversations. This helps her to set targets and make improvements to ensure she continually meets the needs of all children who attend, and their families.

### It is not yet outstanding because:

- The childminder does not provide children with regular use of a variety of equipment that encourages them to make marks in their play. This means they do not begin to learn that marks carry meaning, to prepare their emerging reading and writing skills.

## What the setting needs to do to improve further

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

- increase opportunities for children to use a range of different materials that encourage mark making during their play.

## Inspection activities

- The inspector observed children playing indoors and outside, with activities and equipment of their own choice and some chosen by the childminder.
- The inspector held discussions with the childminder about her practice and procedures.
- The inspector read a sample of documents compiled by the childminder, including the safeguarding policy and children's learning journals.
- The inspector considered the views of parents by reading questionnaires and references completed for inspection purposes.

## Inspector

Tristine Hardwick

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children make good progress. The childminder gathers relevant information about their learning from parents before they attend. This helps her to provide activities children enjoy and, as a result, begin to learn straight away. The childminder records children's progress in learning journals, which she shares with parents. This helps her to work with them to support their children through developmental milestones, such as toilet training. Children enjoy a range of activities that cover all areas of learning. However, there are few opportunities for children to make marks in their play. Children enjoy activities based on stories read by the childminder. For example, they plant 'magic beans' in the hope they will 'grow as big as the beanstalk'. These activities develop children's vocabulary, imagination and understanding about how things grow.

### **The contribution of the early years provision to the well-being of children is good**

Children are happy. They enjoy their time with the childminder because she is attentive and forms secure relationships with them. This helps them to feel confident and ready to learn. The childminder is a good role model. She encourages children to share and help each other. For example, children find each other's towels to dry their hands. This helps them to form positive relationships as they grow. Children enjoy fresh air and exercise every day. They walk with the childminder to the local school and play in the garden. Furthermore, the childminder teaches children how to grow vegetables, which they enjoy eating and cooking. This teaches children about healthy lifestyles. Children are becoming independent. They pour drinks from a jug and learn to put their coats and boots on for outdoor play. The childminder manages children's behaviour well and is calm when minor squabbles occur, such as sharing toys.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder understands her responsibilities and meets the requirements well. Since her last inspection, she has made improvements to the way she shares information with parents. She now uses a communication book which she completes every day and gives to them. This has contributed to children's continuity of care, as well as improving the partnership approach to care and learning. The childminder attends regular training courses, which helps her to keep up-to-date with changes and meet other professionals, increasing her knowledge and confidence. The childminder can confidently identify signs and symptoms that may give cause for child protection concerns about a child's welfare. She has a robust policy and procedure to follow in such instances. The childminder works with parents to set next steps of learning for their children, and completes the progress check for two-year-old children.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY345723         |
| <b>Local authority</b>             | Devon            |
| <b>Inspection number</b>           | 835124           |
| <b>Type of provision</b>           | Childminder      |
| <b>Registration category</b>       | Childminder      |
| <b>Age range of children</b>       | 0 - 8            |
| <b>Total number of places</b>      | 4                |
| <b>Number of children on roll</b>  | 4                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 26 February 2010 |
| <b>Telephone number</b>            |                  |

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

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