

# Childminder report

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 16 April 2019 |
| Previous inspection date | 20 April 2016 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Good | <b>2</b><br>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

- The childminder is reflective and continually identifies ways of improving her practice. She promptly makes positive changes, such as improving her procedures for dealing with emergencies to provide even more security for the children in her care.
- The childminder has a good understanding of how children learn through play. She uses her precise assessments of children's development to plan interesting activities to support the next steps in their learning.
- Children receive good support in their social and emotional development and they form affectionate relationships with the childminder and each other. For example, they cooperate happily as they play games and understand how to share and take turns.
- Partnerships with parents are strong. The childminder maintains an effective two-way flow of information with parents to provide consistency and continuity. Children make good progress from their starting points.
- Occasionally, the childminder misses opportunities to challenge children's thinking skills fully to help them to make even better progress in their learning and development.
- There are fewer opportunities for children to extend their learning in all areas of the curriculum when they prefer to play outside.

## What the setting needs to do to improve further

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

- provide additional challenge during activities to help children extend their thinking skills and make even better progress in their learning
- extend opportunities for children to explore activities in all areas of learning when they prefer to play outside.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector looked at a range of documents including policies and children's records.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents in written comments.

**Inspector**  
Margaret Baird

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows how to recognise and report any child protection concerns to ensure children are protected from harm. She has a clear understanding of local safeguarding procedures. The childminder is conscientious about keeping her knowledge and skills up to date. For example, she researches current approaches to providing children with interesting learning experiences to promote their learning effectively. The childminder monitors children's development thoroughly and is quick to notice any gaps in their learning. She uses funding effectively and works with outside agencies when children need extra support. Good partnerships with other providers and local schools provide a consistent approach to children's ongoing progress.

### Quality of teaching, learning and assessment is good

The childminder interacts positively and enthusiastically with children as she plays alongside them to engage them and promote their learning. For example, she encourages children to count accurately and order numbers as they enjoy playing simple games. They do well in their mathematical development and become confident about using mathematical vocabulary. Children enjoy a wide range of creative activities and use pencils with increasing skill and control to develop good mark-making skills. The childminder makes the most of opportunities to encourage children to recognise letters of the alphabet and they enjoy learning the sounds letters make in words. Children gain good early literacy skills and develop an enjoyment of sharing books.

### Personal development, behaviour and welfare are good

The childminder provides a warm and homely environment where children feel safe and secure. She is a good role model and ensures that children understand the boundaries for good behaviour. Children regularly use good manners and show kindness and consideration to others. The childminder helps children to learn to adopt a healthy lifestyle. Children follow good hygiene routines and understand the need for washing their hands before eating and after messy play. They benefit from daily fresh air and enjoy being physically active on visits to local beaches and parks, for example. This promotes their understanding of the natural world well and children get to know their local area and the community in which they live.

### Outcomes for children are good

Children gain the skills necessary for future learning and starting school. They learn to manage their own personal care needs and quickly become independent. Children are enthusiastic and motivated learners. They become confident communicators and use a wide vocabulary to explain their experiences and express their views. Children concentrate well, listen carefully to others and follow simple instructions readily.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY401708                                                                          |
| <b>Local authority</b>             | Cornwall                                                                          |
| <b>Inspection number</b>           | 10062239                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 3 - 8                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 10                                                                                |
| <b>Date of previous inspection</b> | 20 April 2016                                                                     |

The childminder registered in 2009 and lives in Bodmin, Cornwall. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3. She receives funding for free early education for children aged two, three and four years.

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Piccadilly Gate  
Store Street  
Manchester  
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