

Childminder Report

Inspection date

24 April 2017

Previous inspection date

14 April 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder supports children's emotional development extremely well. She forms exceptionally close bonds with children, giving them the confidence to take part in activities with great enthusiasm. The childminder very sensitively supports children to follow good hygiene routines. Children have a very clear understanding of keeping themselves safe as they play.
- Children make good progress in their learning from their starting points. The childminder interacts positively with children, encouraging older children to talk about their experiences in detail, and helping younger ones to learn new words, for example. Children gain good communication and language skills.
- The childminder is reflective and uses parents' feedback effectively to make good improvements to her practice. For example, she has successfully adapted the way she shares information about children's achievements to involve parents more effectively.
- Children benefit from regularly attending groups where they join in a wide range of activities and extend their social skills. They enjoy visits to local parks and beaches, helping develop good physical skills and improving their understanding of their local community.

It is not yet outstanding because:

- The childminder does not consistently share information about children in her care with other providers to increase support for their learning even further.

What the setting needs to do to improve further

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

- extend partnerships with all other providers children attend to increase consistency and support to children's learning even further.

Inspection activities

- The inspector observed the childminder engaged in activities with the children indoors and outdoors.
- The inspector looked at feedback from parents and talked to the children.
- The inspector sampled documents, including policies and procedures and children's records.
- The inspector talked to the childminder at appropriate times and carried out a joint observation.
- The inspector looked at the childminder's self-evaluation.

Inspector

Margaret Baird

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder clearly understands her role and responsibility to keep children safe, and is vigilant about any signs which might cause concern about a child. The childminder is reflective of her practice and successfully keeps her knowledge and skills up to date by attending training and carrying out research, for example. This has led her to review and improve her practice with a deeper understanding of supporting young children's emotional development. Partnerships with parents are effective. The childminder works together successfully with parents to provide a consistent approach to children's development. Effective systems to monitor children's learning overall help the childminder to notice any gaps in children's development.

Quality of teaching, learning and assessment is good

The childminder skilfully adapts activities for children of all ages and stages of development. For example, she provides larger brushes which younger children find easy to grasp during creative activities. Accurate observations and assessments of children help the childminder to plan effectively for the next steps in children's learning. She has a good understanding of how children learn through play and encourages their interaction and involvement. For example, during story times she skilfully uses different voices to bring stories to life. Children become captivated, develop a love of books and effectively improve their literacy skills.

Personal development, behaviour and welfare are outstanding

Children behave exceptionally well and develop a very secure sense of self-confidence and belonging. The childminder ensures that each child is fully valued and encourages kindness and consideration towards others. For example, as she expertly supports children to take a turn to sing and dance, older children praise the younger ones' efforts with great delight. Children benefit from a rich and vibrant learning environment, which reflects diversity and other cultures. The childminder organises resources extremely creatively to captivate children's interest and develop their imaginations. For example, following an exciting visit to see new-born lambs, children are very eager to play with toy farm animals and use water and real straw to look after them.

Outcomes for children are good

Children gain the skills they need for moving on to future learning and starting school. For example, older children count confidently and recognise numbers and letters, and younger children sing along to number songs. Younger children enjoy using their senses to explore, such as mixing mud and water together, enthusiastically developing their curiosity. Children are independent. Older children manage to put their own shoes on for going outside, then thoughtfully help the younger children.

Setting details

Unique reference number	EY414550
Local authority	Cornwall
Inspection number	1094467
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	14 April 2015
Telephone number	

The childminder registered in 2010. She lives in Falmouth, in Cornwall. She provides care from Monday to Friday, throughout the year. She receives funding to provide free early education for children aged two, three and four years.

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