

Childminder Report

Inspection date

27 February 2017

Previous inspection date

21 October 2014

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 provides good support for young children to manage their behaviour and understand the impact it has on others. Children have good relationships with the childminder and each other. They behave well.
- Children make good progress in their learning and development. The childminder plans interesting activities that motivate children well to want to take part. She sensitively encourages them to have a go at new challenges. For example, when children do not want to touch the jelly, she hides animals in it. Children soon gain confidence and enjoy further sensory experiences.
- The childminder shares good information with parents. They work together well to ensure continuity in children's care and learning. For example, she adjusts children's routines when they have not slept well at night, so they are happy to learn.
- The childminder uses her professional development opportunities effectively to provide positive outcomes for children. For example, following research, she now supports children's language and communication skills more effectively.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to help children to learn more about different quantities and sizes.
- The childminder does not make full use of planned experiences to encourage children to notice the marks they make and develop their early writing skills.

What the setting needs to do to improve further

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

- help children further to understand about quantities and sizes
- support children more in their early writing skills.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and accompanied the childminder on a short walk with the children.
- The inspector spoke with the childminder and carried out a joint observation.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records, and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

The childminder has recently employed two new assistants to support her in caring for older children. She carries out good induction procedures and provides effective supervision to ensure they understand their roles and responsibilities. Safeguarding is effective. The childminder keeps up to date with current legislation. She and her assistants know how to identify when children are at risk of harm, and the appropriate action to take to report any concerns. The childminder works closely with parents to meet children's specific medical needs. She has good emergency procedures to protect children's welfare. The childminder monitors children's development well, including providing parents with a written assessment of children's progress when they are aged two years. This helps her to identify where children need additional support and help them catch up.

Quality of teaching, learning and assessment is good

The childminder seeks good information on children's starting points and makes regular observations of their ongoing development. This helps her to know how to provide good support for children of different ages to challenge their learning. For example, she helps babies coordinate their movements and explore stacking rings on the pole, while older children sort them by colour. The childminder helps children effectively to see the impact of their actions. For example, they blow jelly and see how it wobbles. The childminder successfully encourages children's interests in books. For example, young children lift flaps to see what is underneath and older children repeat familiar and rhyming words.

Personal development, behaviour and welfare are good

Children have good opportunities to do things for themselves. For example, they find their own shoes and coats, and try to put them on. Older children find matching boots, know who they belong to and help younger children to put them on. Children follow good hygiene practices. For example, they wash their hands before eating and recognise their own towel by colour. They have healthy snacks and drink plenty of water. Children use good resources to lead their play and act out familiar experiences. For example, children use a ride-on fire engine, wear a fire officer's helmet and pretend to put out fires. Children understand the childminder's expectations and help to tidy up.

Outcomes for children are good

Children develop good skills for their future learning. For example, young children follow instructions and older children speak clearly. Children make independent choices and find out what they can do with the resources through exploration and discovery. They learn about the world around them and celebrate people's differences. Children play imaginatively and enjoy being creative. They gain good confidence to manage age-appropriate tasks and work as a team.

Setting details

Unique reference number	EY466595
Local authority	Devon
Inspection number	1071587
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	12
Number of children on roll	6
Name of registered person	
Date of previous inspection	21 October 2014
Telephone number	

The childminder registered in 2013 and lives in Clyst St. Mary, Exeter, in Devon. She works with a co-childminder and two assistants at her premises. They provide care each weekday for 47 weeks a year, including before and after school. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

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