

Childminder Report

Inspection date

22 June 2016

Previous inspection date

14 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children are confident learners. The childminder focuses on their interests well and provides a range of experiences that they enjoy. This encourages children to be consistently motivated to learn and move on to the next stages of their development swiftly.
- Indoors, the childminder provides a varied range of resources that enable children to extend their skills across all areas of learning.
- The childminder monitors children's progress regularly. This helps her to quickly identify and support any gaps in their learning.
- Partnerships with parents are effective. The childminder works successfully with parents to support children's all-round development and maintain consistent routines, which helps them to feel secure.
- The childminder attends a variety of courses that help to keep her knowledge and skills up to date and maintain a good standard of teaching.

It is not yet outstanding because:

- The childminder does not consistently provide opportunities for children to increase their early writing skills as they play.
- Although children enjoy regular outings to local parks and groups, there is a limited range of more immediate learning opportunities in the childminder's garden for those who learn best outside.

What the setting needs to do to improve further

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

- extend opportunities for children to build on their early writing skills
- strengthen the variety of learning opportunities available, particularly for children who learn best outside.

Inspection activities

- The inspector observed children playing independently and with the childminder in organised activities.
- The inspector toured parts of the childminder's home used for childminding.
- The inspector spoke to the childminder at appropriate times during the inspection about how she manages her practice and plans for children's learning.
- The inspector sampled a range of documents, including the safeguarding policy and children's records.

Inspector

Tristine Hardwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder regularly updates her knowledge of child protection issues. She confidently identifies signs that may indicate that a child's welfare is at risk and knows who to contact to report her concerns. She reflects on her practice frequently and seeks parents' views. This helps her to meet children's changing needs well. The childminder has successfully addressed the actions and recommendations set at the last inspection and made improvements to her practice. For example, she has introduced new systems and works well in partnership with other settings children attend to provide them with continuity. She meets with key staff regularly, and they work together to devise new learning targets and strategies for children's progress. This helps the childminder to complement children's activities and experiences effectively.

Quality of teaching, learning and assessment is good

The childminder knows children well. She prepares a range of activities each morning, to help children start learning as soon as they arrive each day. Through effective partnerships with parents, she gathers information on children's interests at home and the activities they enjoy outside of her setting, such as visits to the zoo. The childminder builds on these experiences and provides interesting activities that extend children's knowledge even further, for example, learning about the countries that animals come from. The childminder extends children's understanding about mathematics well. For example, as children practise using scissors, she talks to them about cutting in 'half'.

Personal development, behaviour and welfare are good

Children are happy and feel secure. They form close attachments with the childminder, which helps them to settle well and be ready to learn. Children develop good physical skills and learn to develop a sense of healthy lifestyles. For example, as children play in the park, they learn how to balance on beams without assistance. The childminder is a positive role model and children behave well. She provides a good example of how to behave towards others. For example, as children become upset with each other about sharing, she is calm and reminds them to take turns. This helps to prepare them well to manage challenging situations in the future.

Outcomes for children are good

Children enjoy regular visits to local groups and mixing with others, which helps them to build good social skills. They develop very early scientific skills through simple experiments, such as mixing foam and water. They build on their understanding of the world, such as animals' similarities and differences, through imaginative play opportunities. Children progress well to the next stages in their development and form key skills needed for their eventual move to school.

Setting details

Unique reference number	EY467015
Local authority	Cornwall
Inspection number	1049832
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	14 February 2014
Telephone number	

The childminder registered in 2013 and lives in Callington, Cornwall. She offers care every day from 8am until 6pm, all year round, except bank holidays. The childminder is qualified at level 3 in childcare and education.

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