

Childminder Report

Inspection date

5 November 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 quality of teaching is good. The childminder uses her accurate, very detailed observations of children to effectively monitor their progress and plan for ongoing development. Good assessment processes enable the childminder to identify whether there are any gaps in learning for individual children and to take appropriate action.
- The childminder develops very good relationships with parents and involves them in their children's learning from the beginning. They help to identify their children's starting points, and the childminder discusses learning objectives with them. Parents regularly inform the childminder of their children's achievements at home and she uses this information in her assessments.
- Children are confident and demonstrate high levels of self-esteem. All children, including babies, show through their behaviour that they feel content and emotionally safe and secure.
- The childminder monitors her practice well. She makes sure she is knowledgeable about any changes to requirements and she implements these promptly.

It is not yet outstanding because:

- The childminder does not always obtain enough information about children's learning at other settings in order to support children's development further.
- Older children do not always have enough opportunities to develop their knowledge of technology.

What the setting needs to do to improve further

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

- improve systems of sharing information with other settings attended by children
- improve activities and resources that develop children's understanding of technology.

Inspection activities

- The inspector observed the childminder and children engaged in a variety of activities.
- The inspector sampled required documentation that supports children's welfare.
- The inspector talked to the childminder about how she monitors children's progress and plans for ongoing learning.
- The inspector read the childminder's self-evaluation and discussed this with her.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

The childminder develops her skills through training and good use of professional networks. She applies what she learns effectively in order to further improve children's learning; for example, developing her methods for assessing children's progress in communication and language. Safeguarding is effective. The childminder has a good understanding of the procedures to follow in order to protect children from harm.

Quality of teaching, learning and assessment is good

Children are enthusiastic learners who thoroughly enjoy the good variety of activities provided. The childminder communicates very well with children, and uses questions effectively to encourage them to think and to express what they know. For example, while drawing around stencils of cars children talked about the colours of their parents' cars; when drawing around animal stencils they talked about their pets. The childminder engages different ages very well. For example, when reading a story, very young children were asked to point at different objects and name them. Older children counted the number of objects and identified biggest and smallest. Very young children concentrate well and become absorbed in chosen activities. For example, children aged two and younger remained focused as they made pictures with autumn leaves. Children confidently help themselves from the good variety of resources. These are well organised so that all children, including babies, have a good choice easily accessible to them. Children make good use of the childminder's garden most days. They also visit parks and playgrounds, and walks, such as to and from school, are part of everyday routines.

Personal development, behaviour and welfare are good

Children are happy and well behaved. Very young children understand that they need to share and take turns. For example, children took turns making toast in the play kitchen, and confidently pressed the buttons to make the toaster work. The childminder makes good use of opportunities arising in play to develop children's safety awareness. For example, when children put baby dolls into high chairs, the childminder encouraged them to fasten the straps to keep the babies safe. Before feeding the baby dolls, the children pretended to wash their hands at the sink. This showed their awareness of good hygiene practice.

Outcomes for children are good

Children make good progress in all areas of learning, relative to their starting points. They are confident and independent, and the childminder focuses well on promoting children's communication and language. As a result, they are well prepared for the next stage in their learning, including going to school.

Setting details

Unique reference number	EY468095
Local authority	Devon
Inspection number	954605
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2013. She lives in Tiverton, Devon. She operates from 8.00am to 6.00pm on Monday to Friday during term times.

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