

# Childminder Report

<b>Inspection date</b>	11 January 2017
Previous inspection date	8 March 2016

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

- The childminder has made effective improvements since her last inspection to meet children's welfare and learning needs. She has made good use of support and information to develop secure observation, assessment and planning procedures to monitor children's progress well. Children make good progress from their starting points.
- Effective communication with parents and other settings enables the childminder to provide good continuity of care for children. The childminder's positive partnerships help her to meet children's individual needs well.
- The childminder uses self-evaluation effectively. She identifies areas for development and takes positive steps to improve her skills, such as in using a computer. The childminder updates her childcare policies and procedures to reflect current guidance.
- Children move around and explore with confidence in the safe environment. They benefit from the childminder's wide range of activities and resources, which interest and support their development.

### It is not yet outstanding because:

- The childminder sometimes asks too many questions without giving children sufficient time to think, work things out and respond in their own time.
- The childminder sometimes misses the opportunity to increase indoor activities, to extend physical play for young children.

## What the setting needs to do to improve further

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

- give children the time to time to think and work things out, to help them respond with greater success
- increase the opportunities for children to be physically active, especially indoors.

### Inspection activities

- The inspector observed the childminder and children in their activities.
- The inspector sampled children's records of development.
- The inspector held discussions with the childminder.
- The inspector read the childminder's self-evaluation form and feedback from parents.
- The inspector checked required documentation, including medication records, and training and insurance certificates.

### Inspector

Julie Wright

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of child protection procedures, which enables her to safeguard children's welfare. She is conscientious about children's safety and supervises them well. The childminder has created suitable medication record forms since her last inspection to better support children's well-being. The childminder demonstrates a good understanding of the procedures that support children's health, safety and well-being. Effective self-evaluation and training has supported the childminder well to develop her computer skills, gaining a greater confidence to teach children about technology.

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

The childminder interacts well with children in their activities to encourage their good language development. For example, she helps young children to practise sounds and learn new words as they play. The childminder finds out what children learn at pre-school and plans activities around this to further support their development. She takes children on outings, such as to the library and beach, to increase their play experiences. Children learn well about the natural environment, seasonal weather and different creatures. The childminder works closely with parents to successfully help children make good progress and prepare them for school. For instance, they work together to increase young children's vocabulary.

### Personal development, behaviour and welfare are good

Children behave well and learn to be careful. The childminder praises children for their efforts and achievements. She gently reminds them and explains positive behaviour, to help prevent an injury. Children learn to respect others and develop an understanding of diversity through age-appropriate activities. For example, they take part in cultural events and taste different foods. The childminder supports children well to develop their confidence and independence. They are polite and willing to help, such as to put things away. Children have a good understanding of the daily routines, which helps them to feel secure. They have warm and affectionate relationships with the childminder and make friends easily with others.

### Outcomes for children are good

Children form very secure relationships and feel safe in the care of the childminder. They enjoy their activities and have fun as they learn through play. Children show increasing levels of confidence and concentration, which prepares them well for their next stage in learning, including moving on to school. For example, young children focus well during a threading activity until it is complete and they achieve what they set out to do. Children enjoy learning and new challenges.

## Setting details

<b>Unique reference number</b>	104579
<b>Local authority</b>	Devon
<b>Inspection number</b>	1057394
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 March 2016
<b>Telephone number</b>	

The childminder registered in 2000 and lives close to the centre of Ashburton, Devon. She provides care Monday to Friday from 8am to 6pm all year round, except for annual holidays. The childminder holds an early years qualification at level 3.

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