

# Childminder Report

<b>Inspection date</b>	26 June 2017
Previous inspection date	8 January 2013

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

- Children are happy, safe and secure. They enjoy the time they spend with the childminder and are confident to learn in the environment.
- The childminder is a positive role model, which helps children to understand how to behave. She is calm and attentive towards children.
- Partnerships with parents and other settings children attend are effective. The childminder exchanges information to maintain consistent learning arrangements. This also helps to support children's emotional security.
- The childminder reflects well on her practice and identifies areas for development. She plans improvements that help to extend learning opportunities for children, such as developing the outdoor area to increase physical play experiences.
- The childminder has made good improvements since the last inspection. She has effectively developed the systems she uses to monitor children's progress effectively. She plans well for children's learning and development.
- Children receive good support in their language skills and learn to communicate clearly from a young age.

### It is not yet outstanding because:

- The childminder does not always make the most of opportunities to help children to become independent.
- There are few opportunities for children to explore and investigate a range of natural materials and resources.

## What the setting needs to do to improve further

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

- make better use of opportunities to support children to become independent
- develop the range of experiences for children to explore natural materials and resources to extend their curiosity and explorative interests.

### Inspection activities

- The inspector observed children playing in their own activities and with the childminder.
- The inspector spoke to the childminder about how she organises and manages her setting.
- The inspector completed a joint observation with the childminder.
- The inspector considered parents' views by reading written testimonials during the inspection.
- The inspector sampled a range of documents, including policies and children's records.

### Inspector

Tristine Hardwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands how to identify and report any concerns she has about children. She attends courses regularly to help ensure her knowledge and skills are up to date. Most recent training has helped her to adopt good practices to maintain children's good health when preparing meals. The childminder uses effective methods to help her support children's learning. She frequently observes and assesses their learning, helping to identify and support any emerging gaps. The childminder has extended partnerships with parents and regularly seeks their comments about ways she can improve her setting. This helps to support positive outcomes for children.

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

The childminder has a good understanding of what children know and can do. She plans activities based on their interests and that challenge their learning. For example, to support very early language skills, she plays an imaginary café game and role models how to be polite, such as saying 'please' and 'thank you'. She teaches children to be kind towards others and talks to them about their feelings. The childminder explains what she is doing and narrates as children play. For example, she uses positional language to develop children's understanding of mathematics. This helps children to relate their actions with words, extending their understanding and vocabulary well.

### Personal development, behaviour and welfare are good

Children play in a safe and homely environment. The childminder completes ongoing assessments that help her to minimise any risks to children's play. She supports children's good health well, such as encouraging them to wash their hands before eating. Children learn to be sociable and enjoy going on outings with the childminder to meet other children. Children learn how to behave in different environments. Children develop good self-esteem and are eager to play.

### Outcomes for children are good

Children make good progress in relation to their starting points. They build confidence and enjoy learning. Children develop strong physical skills, especially younger children who begin walking at a young age. They also strengthen their smaller muscles, such as in their hands, and develop good hand-to-eye coordination as they manipulate small toys. Children enjoy listening to stories and learn to identify pictures of animals, building very early reading skills. Younger children learn good language skills. They understand how to pause and wait for a response as they babble conversations. Children receive good support that prepares them well for their next stages in learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY265994
<b>Local authority</b>	Devon
<b>Inspection number</b>	1061718
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 January 2013
<b>Telephone number</b>	

The childminder registered in 2003 and lives in Tavistock, Devon. She offers care every weekday from 7am until 6pm, all year round, except public holidays.

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Piccadilly Gate  
Store St  
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