

Childminder report

Inspection date: 11 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with this friendly and caring childminder. She provides cuddles and reassurance when needed to help them feel safe and secure. The childminder provides children with experiences that capture their interests. For instance, children showed fascination when the local fire brigade rescued a cat that was stuck up in a tree in the neighbourhood. The childminder then took children to visit a fire station. Children enjoyed learning about the role of a firefighter, watched how they used water hoses and relished in exploring the engine, supporting their understanding of the world effectively.

Children behave well and follow instructions. They know to tidy up when asked, such as placing books back on the shelf when they finish with them. Children develop good hand-to-eye coordination skills. They use a small metal key to unlock a wooden toy house, carefully manipulating it until the door of the house unlocks. Children show delight in their accomplishments. The childminder uses consistent praise to support their self-esteem and confidence.

All children make good progress from their starting points. The childminder is a positive role model. She helps children to develop their communication skills well, such as encouraging younger children to repeat simple words to expand their vocabulary.

What does the early years setting do well and what does it need to do better?

- Partnerships with parents is effective. Parents comment on how the childminder considers their child's interests and how she has supported their learning and development, particularly their language skills. They state that the childminder provides them with detailed information about their child's day and that her setting is 'family friendly'.
- Children enjoy new experiences with the childminder. For instance, children handle and learn about different insects and reptiles. The childminder helps children to recall this knowledge, such as when reading stories. Children enjoy using their bodies to mimic snake movements when they see the reptile illustrations in the book.
- The childminder knows children well and provides a range of activities that children enjoy, such as role play. Children show good perseverance and concentration as they cut up pretend fruit using a wooden knife. However, she does not always plan activities consistently to meet children's individual next steps to further build on what they already know and can do.
- Children enjoy listening to stories and exploring books to encourage their early reading skills. The childminder enables them to explore these independently as well as providing props to engage them. Children learn the names of animals

from the story and enjoy making croaking sounds like the frog.

- The childminder reflects on her practice and is keen to attend training to further improve her knowledge. For example, following a recent course, she now ensures that she incorporates mathematics into all daily routines and experiences to support children in this area. However, she does not consistently use all training opportunities to further benefit children who need help to express and communicate their feelings effectively.
- The childminder helps children to learn about different religions and festivals. Children enjoy visiting the nearby church and mosque, and learn about celebrations such as Chinese New Year. Children develop a good awareness of the similarities and differences between themselves and others.
- Care practices are effective. The childminder ensures that she responds quickly to children's needs, such as when they feel tired, hungry or thirsty. She talks to them while changing their nappies and encourages them to wash their hands afterwards. The childminder promotes good oral health. Children brush their teeth at the setting daily and she talks to them about the importance of this.
- Children enjoy creative activities that the childminder provides. She freezes toy animals in water and encourages children to use tools, such as spoons, to retrieve the animals from the ice. Children also enjoy using paintbrushes and water to create marks outside, as well as using chalk to strengthen their hand muscles, ready for early writing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children keep safe when outside of the setting, such as by teaching them about road safety. When inside, the childminder encourages children to pick up resources and put them away tidily to prevent them from tripping or falling. The childminder's premises is secure to prevent any potential unauthorised visitors from accessing the property. The childminder has a clear understanding of child protection. She can identify when a child may be at risk of harm and of the procedures to take should she be concerned about a child's welfare.

What does the setting need to do to improve?

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

- plan more effectively for children's individual next steps to further enhance their development
- use training knowledge to support those children who need help to express and communicate their feelings.

Setting details

Unique reference number	117413
Local authority	Plymouth
Inspection number	10299892
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 January 2018

Information about this early years setting

The childminder registered in 1987 and lives in Plymouth, Devon. She operates Monday to Wednesday, from 7.30am to 5.30pm, all year round. The childminder holds a relevant level 3 qualification in childcare.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder and discussed the learning intentions.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector via written statements.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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