

Childminder report

Inspection date: 25 February 2025

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 spending time with the friendly and nurturing childminder, who creates strong bonds with them. She has thorough transition procedures when a child starts with her, and she collaborates effectively with parents to make sure she knows about children's routines at home. This helps children quickly settle and develop confidence in the childminder's care. The childminder knows the children that she cares for very well and builds on what they already know and can do effectively. She knows their interests and plans learning experiences that enthuse children and develop their curiosity.

The childminder has a clear curriculum intent. She supports children's learning and development to flourish. The childminder prioritises developing children's personal, social and emotional skills. She supports children to follow routines and her behaviour expectations and helps them develop skills, such as independence and resilience, to support future learning. Children have many opportunities to take part in outdoor learning that supports their well-being and physical development. Children develop their understanding of the world through frequent and varied outings with the childminder. They enjoy exploring beaches with friends, learning about caring for the environment and nature at the aquarium and the zoo, being physically active at local play parks as they climb, run and balance, and travelling on the nearby steam train.

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

- The childminder supports children to develop positive attitudes to learning. Children enjoy opportunities to choose their own learning and show confidence selecting activities to play with. Children thoroughly enjoy playing with their friends and develop strong relationships where they readily share and take turns. The childminder is quick to praise children's kindness and consideration towards others.
- The childminder supports children's resilience. For example, when children are taking part in a number card hunt and finding it challenging, the childminder offers encouragement to develop their perseverance skills. She highlights the need to 'try, try and try again' when something is difficult. As children search for numbers, they repeat 'try, try and try again'. When they succeed with learning, the childminder praises their hard work. The childminder supports children to become motivated learners who thrive on challenge.
- Children enjoy involving the childminder in their play. Her engagement and shared joy in activities support children's blossoming pride in their own ideas and efforts. For example, as children take turns to create dances as their friends play musical bells, the childminder delights in their movements and fosters their self-belief as she claps and cheers their performances.

- The childminder promotes children's communication and language skills as she bakes cakes with them. She discusses with each child who their cakes are for. As children respond, the childminder asks further questions to extend their thinking. The childminder models following a recipe. Children learn to measure, mix ingredients and spoon cake batter into cases. The childminder poses questions to children as they learn, and this supports their developing curiosity. However, she does not always provide children with the time they need to process and respond to questions asked.
- The childminder recognises the importance of consulting with other providers when children attend multiple settings and ensures that regular progress updates are shared with them. This supports continuity of care for children.
- The childminder models language as children play. She introduces new words as she shares stories. Children enjoy story times as a regular daily activity. Children excite at selecting stories for the childminder to read and confidently finish sentences of familiar stories as they listen. Children develop a love of storytelling and their early literacy skills flourish.
- Parents praise the childminder. They value the warmth and care that the childminder provides for their children. Parents appreciate the support and reassurance the childminder gives them and feel she is an extension of their family. Parents receive regular updates on children's progress and feel well informed about daily learning activities that children have enjoyed.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide children with more time to process and respond to questions to support children's abilities to share their thoughts and ideas clearly and fully.

Setting details

Unique reference number	151395
Local authority	Torbay
Inspection number	10372380
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	0 to 7
Total number of places	6
Number of children on roll	14
Date of previous inspection	16 April 2019

Information about this early years setting

The childminder registered in 1999 and lives in Brixham, Devon. She offers care Monday to Friday, from 8am to 6pm, all year round. The childminder provides free early education funding for children age two, three and four years.

Information about this inspection

Inspector

Shirley Evel

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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