

Childminder report

Inspection date: 16 January 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 thrive in the care of this friendly, experienced childminder. She knows each child very well and forms warm and nurturing relationships with them. Children show they feel settled and secure. Children experience a well-sequenced curriculum that builds on what they already know and can do.

Children have confidence and communication skills that far exceed what is expected for their age. Children greet visitors with excitement, eager to share their names and include them in their play. Children experience an environment rich in language. They delight as the childminder sings nursery rhymes and number songs as they play. Children listen carefully to the words as she sings and they giggle as they copy the actions. The childminder shares many stories with children, and they relish the opportunity to join in with familiar parts. They answer questions about the story and create actions to use, as they share the story again with the childminder.

The childminder is very responsive to the children's needs and is quick to give them a cuddle or offer reassurance as needed. Children take part in rich and varied learning experiences. They enjoy choosing new stories from the local library, visiting local parks and beaches. Children go on regular outings to a playgroup and soft-play facility, where they develop confidence as they interact with new children.

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

- The childminder carefully considers what children need to learn next when planning activities and focuses on next steps during her interactions with the children. For example, the childminder adapts her questioning to support each child's learning. As she shares a story about dancing fruit, she asks children the colours of fruit, the number of fruits in a picture, and to extend and challenge older children's thinking, she asks them to work out the total number of fruits. Children's listening and attention skills are exceptional. The childminder supports children to develop a 'have a go' attitude and children are unfazed by challenge.
- Children's language development is well supported. The childminder extends children's communication skills as they play, through describing what they are doing. She asks questions to encourage their thinking and introduces new words, which they immediately use in their play.
- Behaviour is good. The childminder has high expectations of the children. Children respond well to the childminder and follow her instructions. She supports them to develop care towards each other and their environment. As older children construct a farmyard together, they encourage their younger friends to join in. They support them to succeed with placing animals around the yard, when they find it challenging and become frustrated. This kindness and

maturity are recognised and praised by the childminder and older children beam with pride.

- The childminder supports children to develop their skills of independence and self-care. She uses encouragement and praise to support children to complete tasks for themselves and feel a sense of achievement. For example, children learn safety precautions as they use the stairs. They hold the banister and remind each other 'Don't rush. Better to go slow than trip and fall.' Children learn the importance of good hygiene and show they can independently wash their hands. They delight in declaring, 'The germs are all gone now, so it is safe to eat lunch.'
- The childminder encourages children to develop respect. She speaks with them about what makes them unique, and children enjoy speaking about their families and their pets. The childminder does not, however, effectively support children to develop knowledge of diversity, different cultures, religions and celebrations not yet known to them.
- Children are superbly supported when they start with the childminder. She offers settling-in sessions to help new children develop confidence in her and her care before they start. The childminder liaises effectively with settings when older children transition to school.
- The childminder attends regular training to ensure her knowledge remains up to date. She recently completed a course in child protection. The childminder prioritises having open and honest conversations with parents when children's character or behaviour changes and different levels of support are required.
- The childminder has effective working relationships with parents. Parents report how happy they are with the progress their children make. Parents appreciate the childminder's supportive nature. The childminder provides parents with regular updates on daily activities and regularly shares next steps in learning with them, and how to support these at home.

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:

- develop children's knowledge, understanding and respect of diversity, different cultures, religions and religious celebrations.

Setting details

Unique reference number	155005
Local authority	Torbay
Inspection number	10375875
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	8 May 2019

Information about this early years setting

The childminder registered in 2001 and lives in Paignton, Devon. She operates all year round from 7.30am until 6pm, Monday to Friday. The childminder provides funded early education for children.

Information about this inspection

Inspector

Shirley Evel

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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 children.
- 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.
- 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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