

Childminder report

Inspection date: 13 January 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children feel safe and secure in the childminder's home. She provides a calm and nurturing environment where children learn new skills to support their development. The childminder plans her curriculum around children's interests and next steps in their learning to ensure they make good progress from their starting points. Babies persevere and show determination when attempting to reach for objects. Older children enjoy throwing coloured beanbags into matching pots that hang in the garden to encourage colour recognition and good physical skills.

Children behave well. The childminder has high expectations. She positively supports children to use 'kind hands' and show respect for one another, such as when playing 'peek-a-boo'. Children have a positive attitude to learning. They demonstrate strong levels of curiosity and are keen to investigate the stimulating activities on offer.

Children have formed strong bonds with the childminder. They enjoy sitting on her lap or reaching their arms out to her when they require a cuddle. The childminder responds affectionately and provides children with warm and friendly interactions. Babies babble happily and the childminder responds enthusiastically to encourage their communication skills.

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

- Children develop good sensory skills to find out about the world around them. They play 'what's in the basket' and explore a range of materials to support their creative development. Children show delight in scratching their fingernails on plastic items and listen to the sound it creates. They enjoy the sensation as they tear paper and watch it fall to the ground.
- The childminder is skilled at supporting children's language development. She encourages them to take turns in their conversations, such as waiting for babies to respond back with sounds and actions.
- Children enjoy engaging with technological activities. Babies understand that when they push the button on the toy fire engine or on the pretend pony, it creates a sound. This helps children understand cause and effect. Although the childminder is vigilant in not allowing older children to have access to the internet, she has yet to help them understand about the risks online to ensure they know how to keep themselves safe.
- Children benefit from the childminder's passion for nature and healthy living. The childminder takes children on regular outings, such as to the park or the beach to enable children to be physically active. Additionally, children enjoy healthy foods, although opportunities for the children to be independent at mealtimes limit the capacity to promote their coordination skills.

- Partnerships with parents are effective. They comment how the childminder provides them with daily information about their children's care needs and the activities they have engaged in throughout the day. Parents state that they 'cannot fault the care provided' within a 'safe and stimulating environment'.
- The childminder is self-reflective and can identify her strengths and areas she would like to improve to benefit children. She is very resourceful and designs creative activities for children to enjoy. For example, children visit an orchard and collect apples to use alongside natural materials to make 'apple animals'. Children use their imagination to create their own artwork. She would like to develop a 'forest school' area in her own garden to further support children's awe of nature.
- Children thoroughly enjoy listening to and joining in with songs and rhymes. The childminder is keen to provide children with a wide range of songs to benefit their language and literacy skills. For instance, older children learn catchy handwashing melodies and babies rock their body in time with the tune and listen to the childminder intently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to identify when a child's welfare may be at risk. She knows to contact relevant safeguarding partners should she have any concerns about children's safety. The childminder's safeguarding policy is robust should she need to access relevant child protection information. She ensures children remain safe in her home. For instance, she props up large pillows around young babies who are learning to sit, to prevent them from hurting themselves should they topple over.

What does the setting need to do to improve?

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

- help older children understand the risks of the internet to develop their awareness of safety when online
- provide babies with more independence during mealtimes to encourage their hand-to-eye coordination skills.

Setting details

Unique reference number	2536579
Local authority	Torbay
Inspection number	10215224
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 4
Total number of places	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Brixham, Devon. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The inspector carried out a joint observation with the childminder and discussed what the children were learning.
- Parents shared their views of the childminder with the inspector via written letters.
- The inspector carried out a learning walk with the childminder to discuss the intentions for children's learning.
- The childminder provided the inspector with relevant documentation on request, such as her paediatric first-aid certificate and her suitability to work with children.

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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