

Childminder report

Inspection date: 7 November 2024

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 show they have positive relationships with the childminder. They arrive happy and eager to go on a walk in the local area. Children feel secure as they hold the childminder's hand and get ready to go on their adventure. The childminder is attentive to the children and often asks them how they are feeling. Children feel heard and know their feelings are important. They cuddle into her when tired or seek her out to run around and play games. Children know that she is present and available to meet their needs.

The childminder provides a curriculum that builds on children's personal, social and emotional development effectively. She supports children to become independent and resilient. For example, children go on an 'expedition day'. On these outings, children explore nature and learn about the natural world around them. Before they leave, they put their coats and waterproof clothing on and carry their bags on their backs. Children are autonomous. On the way, they walk through tall grass and persevere to reach the top of a hill. Children enjoy the challenge and gain more confidence in what they can do.

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

- Children make good progress in their communication and language skills. After they arrive, they sit with the childminder and read a favourite storybook together. They remember key events from the story and tell the childminder what will happen next. At other times, the childminder introduces new words. For example, children request to make an imaginary grass cutter. The childminder pretends to make a 'scythe' with the children. She asks the children to repeat the word, and children use it afterwards in their play.
- The childminder uses songs to remind children of rules to help keep them safe on 'expedition day'. Children listen and follow instructions well. The childminder sings 'all aboard the train' to the children. The children know the routine and make a walking train. Children know they must be the 'middle engine' of the train while they walk so the childminder can see them. The childminder praises the children for holding hands and helping to look after each other.
- Children show a keen interest in a watch. They regularly point out the numbers they can see on the watch face. Children concentrate and say, 'It is 10 o'clock.' However, the childminder does not always follow children's interests to extend their curiosity and knowledge of topics effectively. For example, although the childminder acknowledges children's interest in the watch, she does not explore it any further. During these times, children are not able to make more connections in their learning about numbers and time.
- Parents comment that their children make good progress in their learning. The childminder keeps them regularly updated with their children's developments

and adventures at the setting. Parents state their children have become more expressive and confident since attending. They value the benefits of the outdoor opportunities for their children, including a regular visit to a farm. Parents feel these experiences have helped their children become more comfortable with animals.

- The childminder provides many opportunities for children to improve their physical development. For example, children practise their balancing skills as they climb on fallen trees. They swing their legs over and use their core strength to stay upright. At other times, children strengthen their upper body muscles and pull themselves up on a climbing frame. Children feel proud of their accomplishments.
- The childminder broadens children's knowledge of culture and diversity. Children celebrate a festival to signal the end of the year and winter approaching. They make lanterns out of papier mâché. Children dance, sing a song about the festival and carry around their lanterns.
- The childminder supports her professional development through independent research about the Steiner approach. She shares information with any assistants she works with and supports their understanding of the Steiner ethos. The childminder links up with other professionals to enhance her practice, and this helps to support her well-being.

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:

- follow children's interests to extend their curiosity and knowledge of topics effectively.

Setting details

Unique reference number	2572000
Local authority	Devon
Inspection number	10363035
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 5
Total number of places	12
Number of children on roll	9
Date of previous inspection	19 July 2022

Information about this early years setting

The childminder registered in 2020 and lives in Totnes. She offers care from 8am to 3pm every Monday and Wednesday, and from 8am to 1pm every Tuesday and Thursday, term time only. The setting is called Elderflower Kindergarten and is inspired by the Steiner approach. The childminder, who has an Early Years Steiner Educator qualification at level 7, cares for children from two to five years old and offers government funded places for childcare. She works with up to two assistants at a time, one of whom has a childcare qualification at level 3.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- The childminder showed the inspector the provision and discussed how she ensures that it is safe and suitable.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants the children to learn.
- The children spoke with the inspector during the inspection.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has 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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