

Childminder report

Inspection date: 13 October 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 are happy and excited to arrive. They quickly settle and become involved in play. Children are keen to learn and try new things, as they feel secure with the childminder. They make good progress in all seven areas of learning because activities match their interests and next steps. The childminder is ambitious for children to succeed. She uses her knowledge to plan a well-sequenced curriculum. For example, two-year-olds are showing an interest in comparing length. The childminder expertly encourages children to measure their feet after. She helps them to work out whose are the biggest. Children really concentrate on the measuring and begin to compare the size to work out 'the longest' and 'the shortest'.

Children feel safe and are confident to ask for cuddles from the childminder. They express their feelings and ask for help when needed. The childminder gives the children time to have a go at new skills and encourages them to persevere until they succeed. For example, children try to paint mobile submarines and hot-air balloons in the garden. The wind keeps moving them. After a few attempts, the children work out that they need to hold the mobiles with one hand and paint with the other. They laugh as they succeed.

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

- The childminder observes children carefully and plans inviting activities. These offer children challenge and opportunities to learn new skills. For example, children are developing their fine motor skills. The childminder involves them in making scrambled eggs on toast. She teaches the children how to carefully crack the eggs open. They take turns and practise control enjoying the activity.
- The childminder takes time to get to know the children as she settles them in to make sure she is in tune with them when they start. She has secure and warm bonds with them. Sometimes children become distressed, because they struggle to understand the needs of others. They cry and get frustrated with each other. The childminder models kind words and offers cuddles for reassurance. However, she does not always help the children understand how to wait for their turn or accept the needs of others.
- Children develop a good understanding of the world. The childminder takes children on outings to local beaches and parks. This helps them understand risk. The childminder skilfully teaches children how to climb on steps and rocks safely. They also learn to be careful observers as the childminder points out detail in nature, and they notice the different colours on the birds.
- The childminder supports children to develop good language skills. She models language well and uses open-ended questions, which promote acquisition of problem-solving skills. Children enjoy reading and listening to stories and

comment on the pictures. They have a wide range of vocabulary, are highly curious and motivated to learn. For example, they ask questions about the different types of pumpkins the childminder has on display.

- The childminder is reflective. She attends a variety of training courses to learn new ways of teaching and to match the needs of the children, especially if a child needs additional support. This ensures children who have special educational needs and or disabilities make good progress. The childminder works well with outside agencies and other educational settings that children attend, to help children to continue to make good progress.
- The childminder has attended paediatric first aid training in the past. She demonstrates a good understanding of how to administer first aid, so children are safe. Although she has not refreshed her training in line with the early years foundation stage statutory framework, this does not have a negative impact on children's well-being and safety. She had begun a paediatric first aid course before the inspection, to ensure compliance once she had realised her certificate had lapsed.
- The childminder has effective partnerships with the parents. This ensures children consistently develop in the setting and at home. The childminder professionally shares next steps and achievements with parents. This helps them understand what their child is learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of her duty to safeguard children. She attends regular training to ensure she has an in-depth knowledge of all categories of abuse. This includes 'Prevent' duty and safe internet use and she regularly reviews this knowledge. The childminder competently knows how to act and refer any concerns she identifies to support children at risk. She knows the procedure to follow if an allegation is made against her or her husband. The childminder continually carries out risk assessments. She takes immediate action to reduce or remove risk to keep children safe at home or on outings.

What does the setting need to do to improve?

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

- develop a consistent approach to behaviour management, to help children be able to understand the needs of others and wait for their turn.

Setting details

Unique reference number	2593236
Local authority	Devon
Inspection number	10251305
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and is situated in Silverton, near Exeter, Devon. She is open from 8.30 am to 5.30pm, Tuesday to Friday, all year.

Information about this inspection

Inspector

Sian Bath

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the 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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