

Childminder report

Inspection date: 27 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are well looked after by this caring and knowledgeable childminder. The childminder provides an ambitious and varied curriculum. She works closely with her assistant to plan different activities that are designed to be stimulating, such as through sensory play. Babies and toddlers carefully explore the texture of different materials. They squeeze them and sprinkle the pieces into trays, helping to strengthen the developing muscles in their hands. The childminder and her assistant support children well to take turns and share resources. Children learn to become more independent over time. They enthusiastically help the childminder to tidy up before moving on to the next activity.

The childminder ensures children take part in regular outings designed to help them broaden their experience of the world and develop their social skills. They visit local toddler groups and learn about important events, such as the King's coronation. The childminder provides frequent opportunities for outdoor play in her large garden. Children concentrate as they build towers with large toy bricks. They take care to count each brick and giggle as the tower topples over. Children readily take part in play that recreates everyday activities. They imagine they are making coffee and pretend to drink it in cups with their friends at a table. Children are happy and become engrossed in their play.

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

- The childminder is passionate about her role as an early years professional. She works closely alongside other local childminders to develop her practice and ensure that all children make good progress, including those with special educational needs and/or disabilities. She ensures that she frequently updates both her and her assistant's knowledge through focused training. For example, she has recently undertaken a course in play therapy and uses this to support children to overcome specific difficulties.
- Children make good progress in their physical development. The childminder ensures children access a range of equipment and activities designed to support children's coordination and strength. She carefully considers how best to help children to reach their individual next steps. For example, she recognises that while older babies in her care can walk confidently indoors on flat surfaces, they find uneven surfaces more difficult to walk on. She then provides trips to the local park where they can practise walking on different surfaces, such as bark.
- The childminder fosters a love of books and reading. She ensures children can easily access books independently, particularly in the outdoor area. She reads age-appropriate books to children at regular points throughout the day to help develop their knowledge of words. However, the childminder does not always support babies and toddlers to develop their emerging vocabulary as they play.

- Children develop a love of music. The childminder provides opportunities for those children who learn English as an additional language to listen to songs in their home language and shares these as part of group activities. Children listen well in group singing times. They experiment with the sounds that different instruments make. However, the childminder does not always ensure children are free from distractions to allow them to take part fully in group musical activities. For example, some children hold onto other toys, which limits their ability to play the instruments.
- Children form secure attachments to the childminder and her assistant. Babies stay close to her as they play and enjoy a reassuring cuddle when necessary. The childminder is highly responsive to children's needs. She is calm with the children and offers gentle encouragement to help them to persevere with activities.
- Children's behaviour is good. The childminder provides children with a clear set of rules and has high expectations of their behaviour. Children respond well to her and show positive attitudes to both their learning and conduct. For instance, older babies demonstrate an understanding of how to keep themselves safe as they carefully climb up and down the steps in the garden.
- The childminder works well in partnership with parents. She consults parents regularly on the service she provides and uses this to develop her provision. She communicates daily with parents to share information about children's activities and progress. Parents comment on the nurturing, home-from-home environment that she provides.

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 interactions with babies and toddlers to help them learn new words and encourage them more consistently to use them in their play
- reduce distractions to help children to engage fully in the activities and learning opportunities.

Setting details

Unique reference number	2675829
Local authority	Devon
Inspection number	10350630
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 3
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the town of Barnstaple, North Devon. She offers care for children on Monday to Thursday from 8am to 5pm, and on Fridays from 8am to 4pm. The childminder works with an assistant. They both hold a relevant level 3 childcare qualification. The childminder accepts funding for free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Leanne Edge

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group activity.
- 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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