

Childminder report

Inspection date: 4 December 2019

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 enjoy a welcoming and homely environment. They develop secure attachments with the kind and attentive childminder. The childminder has high expectations for all children. She provides a wide range of fun and exciting learning experiences. The childminder develops children's communication and language skills very well. She talks to children as they play together, and asks questions to test out their knowledge and understanding. Older children happily and confidently talk about activities they have enjoyed. The childminder gently responds to babies' happy babbling.

Children are very well behaved and polite. They play cooperatively together and share resources well. Children are very happy, sociable and enjoy the company of each other. Older children are gentle and considerate to their younger friends. For example, at snack time, they proudly show the childminder the thin slices of banana they have cut for the baby to eat. The childminder is very caring and regularly praises the children for their efforts. This helps to promote their self-esteem and confidence. Children have positive attitudes to learning. They persist at activities of their own choosing for extended periods of time and show pride in their achievements.

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

- The childminder promotes early literacy skills well. Children enjoy snuggling on the sofa to share books with her. The childminder reads stories using varied voice tones. She clearly sounds out the correct pronunciation of complex words, such as dinosaur names. Children listen attentively, repeat words correctly and keenly answer her questions.
- The childminder supports children's independence skills very well. For example, children are keen to put on their shoes and coat unaided, before going outside.
- Children spend lots of time outdoors and have opportunities to be active. For example, they regularly walk to a local field to visit the horses. Children enjoy running and jumping in puddles. The childminder shows them how to carefully stroke the horse's forehead and explains about the type of hay the horses eat.
- The childminder has very good partnerships with parents and carers. They speak highly of the care she provides and her support for the families. Parents feel that they are regularly informed about their child's progress.
- Mealtimes are social occasions and are used well to promote children's social and emotional development. The childminder talks to children about what they have in their lunch bag. She is patient and supports young children to learn to eat and enjoy new foods.
- The childminder is a good role model and children show good manners from an early age. For example, they politely ask for permission to leave the table at the

end of mealtimes.

- The childminder takes time to settle new children into the setting so that they feel safe and secure. She asks parents about children's routines, background information, what they like and dislike, and what they know and can do. She makes effective use of this information to guide the care and learning experiences she provides.
- The childminder has good relationships with other settings which children attend. She ensures relevant information about children's development is regularly shared. This provides consistent support for children's care and learning.
- The childminder occasionally misses opportunities during activities to enhance children's knowledge of numbers and to hear and use mathematical language.
- The childminder regularly plans experiences which support children's understanding of different cultures and religions. For example, children enjoy new stories and creative activities as they learn about Diwali.
- The childminder observes children as they play and assesses what they understand, know and can do. She plans activities based around what children are interested in. This helps to develop children's knowledge and skills further.
- The childminder is committed to providing good-quality care and education. She reflects on her practice to identify areas for development. For example, she has plans to provide more resources such as shelves, to encourage children to self-select a book and develop their independence and literacy skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to stay up to date with legislation and policies. She is aware of what signs and symptoms might indicate a child is at risk of harm. The childminder knows the correct procedures to follow and who to contact, should she have any concerns about children's safety or welfare. She has effective strategies in place to keep children safe. The childminder regularly risk assesses the environment and minimises any potential hazards. She supports children effectively in learning how to keep themselves safe in her home and on outings. For example, children know to listen out for cars as they walk along the country lane.

What does the setting need to do to improve?

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

- extend opportunities during activities to develop children's understanding of mathematics, especially in relation to number and using mathematical language.

Setting details

Unique reference number	EY101475
Local authority	Devon
Inspection number	10062529
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	15 September 2015

Information about this early years setting

The childminder registered in 2001 and lives in Yelland, Devon. She operates all year with flexible opening hours to meet parents' needs. The childminder is eligible to receive early education funding for children aged three and four years.

Information about this inspection

Inspector

Linda Williamson

Inspection activities

- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder throughout the inspection.
- The inspector observed the childminder interacting with children to assess the quality of her teaching.
- The inspector took account of parents' views from the written feedback provided.
- The inspector sampled a range of relevant documentation, including the childminder's training certificate, policies and children's learning records.

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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