

Childminder report

Inspection date: 26 April 2023

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 thrive in this homely and welcoming environment. They arrive happy to see the childminder. Children enthusiastically explore the activities that have been carefully planned and set up for them. They spend an exceptional amount of time exploring their favourite story books with the childminder, and she increases their vocabulary by repeating key words from stories. Children repeat the words and giggle with enjoyment.

The childminder knows the children very well and they clearly feel content and safe in her care. She is warm and affectionate and has a calm and gentle manner. Children respond well to her interactions during play and eagerly show her what they are doing. Children have positive attitudes to learning and are keen to have a go at activities. If children need support, the childminder will intervene to help them and then withdraw to let them have a go themselves. This creates an environment that helps to develop children's independence. Children benefit from daily outings in the fresh air, and often visit the local park to play.

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

- The experienced childminder works closely with parents to establish children's starting points and daily care routines. Children settle quickly and the childminder meets their needs. She adapts welcome and stay-and-play sessions to meet each child's individual needs when starting with her.
- The childminder has a clear vision of what she wants children to learn. She provides a curriculum that offers a wide range of learning experiences across all areas of learning in the early years foundation stage. The childminder prioritises helping children to develop their communication and independence skills. She prepares them well for their next stage of learning, whether it be nursery or school.
- Children are beginning to learn simple manners and independence skills. For example, they receive support to wipe their noses, and the childminder reminds them to say 'thank you' when they are handed their drink bottles. Effective care and hygiene practices are embedded.
- The childminder is reflective about her practice. She is passionate about providing good-quality care and education. She continues to build on her own professional development to help to enhance children's experiences, particularly children with special educational needs and/or disabilities. She has used training on schemas to effectively support children in her care. The childminder works with other providers, including schools, to ensure that children can settle quickly at the settings that they move on to.
- The childminder supports children's needs well, especially their social and emotional development. She gives continuous praise, and children smile with

pride each time she notices their achievements. This supports children's confidence levels to flourish.

- Parents speak very positively about the care that their children receive. They say that the childminder provides daily feedback on their child's care and development needs. They appreciate how flexible the childminder is with her opening hours as it greatly supports families' needs.
- The childminder supports children to develop an awareness of diversity, and answers their questions when they are inquisitive about difference. However, she does not plan opportunities in her curriculum to ensure that children develop a broader understanding of different cultures, values and beliefs.
- The childminder promotes children's language development very well. She continually speaks to children during their play. For example, children enjoy exploring the small-world house. The childminder uses this opportunity to introduce more language by playing with the toy telephone with the children. Young children beam with delight when they are handed the phone to speak, and they babble their messages confidently.
- The childminder provides activities for children to develop their mathematical skills. For example, children explore wooden shapes and build towers with them. The childminder uses this opportunity to name shapes and count the number of bricks used to create the tower.

Safeguarding

The arrangements for safeguarding are effective.

The childminder shows a good understanding of how to safeguard children. She is able to identify signs and symptoms that may be a cause for concern. She can explain fully how and where to report this information, following local safeguarding partnership procedures. The childminder takes part in regular training to keep her safeguarding knowledge up to date. She knows that it is her responsibility to safeguard children. The childminder carries out suitable risk assessments of her home regularly so that children can play safely.

What does the setting need to do to improve?

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

- develop the curriculum to ensure that children have opportunities to develop an understanding of different cultures, values and beliefs.

Setting details

Unique reference number	EY233233
Local authority	Devon
Inspection number	10279989
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	25 September 2017

Information about this early years setting

The childminder registered in 2003. She lives in Ivybridge, Devon. The childminder's setting is open throughout the year from 7.30am to 7.30pm, apart from a week in August and at Christmas.

Information about this inspection

Inspector

Shirley Evel

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 childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector held several discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation, such as the childminder's policies and procedures.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.

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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