

Childminder report

Inspection date: 21 August 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 settle in quickly when they arrive at the setting. The childminder greets children and their families warmly, and they share information about the children in readiness for the day. Parents comment on how much their children enjoy coming to the setting and are delighted by the progress they make. Children build strong friendships. They wave goodbye to each other as they leave and look forward to meeting up again. Older school children, who attend in the holidays, enjoy helping their younger friends. For example, they hold hands as they come in from the garden and chat together during lunch, which helps them to develop socially.

Children enjoy rich opportunities as they explore places outside of the setting, such as the local farm, to help them learn about the world around them. The childminder links this learning to activities within the setting to help them make connections, such as counting up the sheep on the play mat.

The childminder is clear in her expectations of children's behaviour, and children follow the routines of the setting. For example, children willingly join in when it is time to tidy up. They build their independence as they learn to put on their own shoes and find their bags for themselves. The childminder encourages children to choose toys and to share and take turns to promote their self-confidence and social skills.

The childminder promotes children's language development through play and stories. For example, older children develop their confidence and communication skills as they role play being a shopkeeper. Younger children make pretend breakfasts and talk to each other about what they are making. The childminder introduces new words to extend children's vocabulary, such as 'yummy eggs', 'scrambled eggs' and 'boiled eggs' as children recall what they had for breakfast.

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

- The childminder keeps up to date by attending regular training online with other childminders in her locality. She reflects on her practice to ensure that she continually improves the care and learning that she provides. For example, she undertakes training to develop her knowledge of outdoor learning, which she uses to develop her garden for the children to access during the year. The childminder ensures that assistants have the skills they need to fulfil their roles and responsibilities.
- The childminder attends local groups with the children. For example, she takes children to a local music session to develop their confidence and communication skills. The childminder makes use of her local environment to engage children's interest. For example, they enjoy finding out about the animals at the zoo. She

helps the children to recall this learning, including visiting the panda they adopted. However, on occasion, the childminder does not focus enough on younger children, and they sometimes lose interest. For example, they do not know the names of the animals to enable them to join in.

- The childminder ensures that children learn about keeping healthy and safe. Children use a step in the bathroom to wash their hands at the sink before lunch. The childminder works closely with parents to ensure that she takes account of any health needs children may have. Children learn about keeping safe in the sun when they visit the beach. The childminder pays close attention to the children; she notices when younger children are becoming tired and offers hugs and stories to comfort them.
- The childminder communicates well with parents about their children's development. She assesses children's learning well and makes appropriate referrals to other professionals, if needed, to help close any gaps. Parents feel supported by the childminder who provides guidance, for example, about sleep routines. The childminder communicates regularly with staff at the nearby school. However, she does not always work with other early years settings that children attend to share information and plan effectively for children's next steps in learning.
- The childminder provides children with plenty of time to explore their ideas, and they concentrate well. Older children demonstrate motivation to learn as they create models from blocks and show satisfaction in their achievements. Younger children bring books for the childminder to read to them and enjoy talking about the pictures as they relax. The childminder encourages children to persevere as they decorate binoculars for an animal hunt. She supports them to listen to instructions to help prepare them for school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and honest 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 wider partnerships with other early years settings, in order to share information to support children's next steps in learning
- adapt activities to further engage younger children and to develop their communication skills.

Setting details

Unique reference number	EY236110
Local authority	Torbay
Inspection number	10355446
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	10
Date of previous inspection	29 November 2018

Information about this early years setting

The childminder registered in 2002 and lives in Paignton, Devon. She operates all year round, from 7.45am to 5pm, Monday to Friday, except for the childminder's holidays. The childminder provides funded early education for four-year-old children. She has a childcare qualification at level 4. The childminder employs an assistant who holds a childcare qualification at level 3.

Information about this inspection

Inspector

Stephanie Wright

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector carried out an observation of a group activity with the childminder.
- Parents and carers shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection.
- The childminder and the inspector discussed how she manages assistants and the early years provision, including the aims and rationale for her curriculum.
- The childminder showed the inspector documentation to demonstrate her suitability and the suitability of her assistant, including their qualifications.

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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