

Childminder report

Inspection date: 3 February 2025

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 make good friendships in the care of this experienced childminder. They arrive happily and quickly settle into playing with their friends. The childminder provides them with a wide range of experiences linked to their interests. She encourages children to develop their own ideas and become confident in sharing these, as a central part of an ambitious curriculum. Children frequently demonstrate very good problem-solving skills for their ages. They offer thoughtful suggestions on how to reach their toy cars when they become stuck in a hole, such as making a special 'fishing rod' to pick them up. The childminder responds well to their ideas and offers them praise.

The childminder helps to develop the children's imaginations and create a sense of awe and wonder. Babies delight as they watch large bubbles float across the garden. The childminder skilfully uses these moments to develop children's curiosity. She encourages the children to look closely and notice the 'rainbows' within bubbles. Children demonstrate high levels of interest and fascination. The childminder takes the children on regular outings to a variety of different places, including the local park, woodland and farm shops. She uses these visits to develop the children's knowledge across the early years foundation stage curriculum, such as promoting mathematical development by making patterns using shells while on the beach.

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

- The childminder has a good understanding of how to support children with special educational needs and/or disabilities. She follows the guidance set out by other professionals to provide targeted support for children where necessary. For example, she incorporates strategies to help extend the interactions of children with speech and language difficulties.
- Children are physically active. The childminder supports babies to develop their core strength and provides a safe environment for them to learn to walk. She encourages children to regularly play in the garden and takes part in a wide variety of physical activities, such as those designed to improve their balance, coordination or large-muscle skills. For instance, older children confidently walk along raised planks of wood, and babies practise throwing balls into a target.
- Children develop a love of books. They choose books from the story basket to look at on their own and take part in regular group storytelling times with the childminder. The childminder teaches children how to carefully turn the pages of a book and introduces them to new vocabulary, such as pineapple and mango. She introduces props to the children to help them take an active part in the story. However, on occasion, the stories she uses in adult-led activities can be too challenging for the children to understand, and they become easily

distracted.

- The childminder supports children well to regulate their behaviour. She provides children with simple, age-appropriate rules to follow, such as using 'kind hands' with one another. Children understand these messages and remind their friends when they are playing.
- The childminder recognises the need for children to develop a sense of independence. She supports children to carefully wash their hands before snack time and to learn to pull up their zips on their coats. However, sometimes, she completes care-giving activities for the children that they could manage on their own, such as putting their coats away or wiping their noses.
- The childminder is reflective and carefully considers how she can improve her practice. She takes part in regular online training to ensure that she is aware of the latest developments in early years education. For instance, she has recently undertaken training in supporting young children to be aware of sustainability and how they can develop eco-friendly habits. She discusses the impact this has had on her practice through supporting the children to recycle and reuse items.
- The childminder works well alongside parents. She gets to know children's needs well before they start, including medical needs. The childminder diligently provides regular feedback to parents on their children's progress, such as through sending messages and photos to them throughout the day. She monitors children's progress towards developmental milestones and shares this information with parents.

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 adult-led activities, including storytelling times, to ensure that they are more closely aligned to the children's ability and to help them stay focused on tasks
- support children to do more things for themselves to develop their independence even further.

Setting details

Unique reference number	EY242073
Local authority	Devon
Inspection number	10368418
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 March 2019

Information about this early years setting

The childminder registered in 2003 and lives in Exmouth, Devon. She operates from 8.15am to 5pm, Monday to Wednesday, all year round. The childminder holds a relevant qualification at level 3. She offers government funded places.

Information about this inspection

Inspector

Leanne Edge

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children told the inspector about their friends and what they like to do when they are with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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