

Childminder report

Inspection date: 18 January 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 are happy and relaxed in the childminder's warm and welcoming home. Babies show they feel secure in her care, and older children are comfortable and familiar with where to find their favourite toys. They confidently lead their own play and enjoy their time with the childminder and their friends.

The childminder gets to know children well and is very attentive to their individual needs. For example, she knows when children show signs of needing a snack to boost their energy levels so that they can enjoy all the activities that await them. The childminder is calm and considerate towards children, which has a positive effect on their behaviour towards each other. Older children are kind and careful when playing with younger children. They share, take turns and cooperate in play amicably. For example, they share out building blocks thoughtfully as they build a stable for a toy horse and a house for their dinosaurs.

Children benefit from the broad and balanced curriculum the childminder provides. They enjoy a wide variety of experiences, such as visits to the woods and the local park. Children are physically active and find out about the natural world around them.

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

- Parents speak highly of the childminder and the care she provides for their children. They particularly appreciate the good communication, which allows them to work together to support children's development. Parents comment that their children are doing well and say that they value the many activities children enjoy. They feel happy that the childminder forms caring relationships with their children and are confident that they are safe and secure.
- The childminder forms effective working relationships with local nurseries where children also attend. She shares important information, which promotes consistency and continuity for children's development. Children move on to school with confidence, and the childminder ensures that they have the skills necessary for their future education. For example, children are independent and sociable. They have a positive attitude to learning and persevere and concentrate well during activities.
- The childminder uses her secure understanding of child development to ensure that children make progress in all areas of the curriculum. She knows what children need to learn next. For example, she supports them to recognise shapes as they complete activities, such as shape puzzles. This promotes children's mathematical understanding well. However, the childminder overlooks some opportunities to extend this learning in children's self-chosen play.
- The childminder supports children's creativity and imaginations well. For

example, she joins in with their pretend play, making suggestions and extending their ideas. The childminder encourages children as they pretend to make food for toy dinosaurs, and they enjoy thinking about what dinosaurs might like to eat.

- Children become confident communicators. The childminder engages them in conversation throughout the day and they freely express their thoughts and ideas. She skilfully shows interest as older children talk about their experiences and asks thoughtful questions to extend their speaking skills. Children love looking at books, and the childminder makes the most of opportunities to extend their vocabulary. For example, babies thoroughly enjoy pointing to pictures and delight in repeating words. The childminder gives plenty of praise in support of their achievements and promotes their self-esteem well.
- The childminder evaluates her practice effectively and is committed to providing the best possible service for children and families. She attends all mandatory training to keep her knowledge up to date. The childminder is ambitious to continue to extend and improve her practice further. For example, she plans to enhance her signing skills to extend her support for children's communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She knows what to do if she has any concerns about a child's safety and welfare. The childminder is aware of the signs and symptoms of abuse. She is able to discuss risks to children, including those relating to extreme views and behaviours. The childminder is clear about local child protection procedures. She carries out regular safety checks on her home and teaches children about road safety when they go on outings.

What does the setting need to do to improve?

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

- strengthen the focus on what children need to learn next when they are engaged in child-led play, to extend their understanding even further.

Setting details

Unique reference number	EY265994
Local authority	Devon
Inspection number	10264771
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 June 2017

Information about this early years setting

The childminder registered in 2003 and lives in Tavistock, Devon. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for public holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Margaret Baird

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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector in written comments.

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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