

Childminder report

Inspection date:

8 November 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

The experienced childminder is calm and attentive. She and her assistant make sure that children are safe, happy and comfortable in their home. Children develop warm attachments with the childminder and her assistant, who positively promote their sense of belonging and emotional well-being. The childminder takes pride in offering 'a home from home with added extras'. She understands the benefits of outdoor play, and children have ample opportunities to run, climb, swing and take appropriate risks as they play in the large garden.

The childminder knows the children very well and adapts her curriculum to ensure that it best meets their individual needs. She uses assessment to identify the children's next steps and plans how she will help move them on in their learning. For example, she provides a selection of one-handed tools to help strengthen the muscles in children's hands.

The childminder praises children frequently. They develop confidence in their abilities. Children make good progress in their communication and language and their physical development. The childminder talks to the children about what they are doing. For example, she explains how to get on and off the swings and how to climb up the steps to the slide.

The childminder supports children to be kind and well-behaved as they learn to take turns and share with one another. She regularly takes children to toddler groups and to visit another childminder. This gives them opportunities to socialise with others outside of the childminder's home.

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

- The childminder and her assistant are good role models for speaking and listening. They engage in meaningful conversations with children and introduce a range of interesting vocabulary. Children become confident speakers, using a range of more complex sentences and words, for example, 'hippopotamus, triceratops and conservatory'. Younger children use words to describe their actions, such as 'tap and squeeze' as they play with sand and play dough. Children enjoy singing a range of their favourite songs. This supports their language development well.
- The childminder offers children choices about what they would like to play with. Children are actively engaged in their learning and they persist for long periods. For example, they fill and empty containers, using tools to remove play dough that gets stuck. The childminder makes use of opportunities to count as children play. This helps children to develop a good understanding of numbers.
- The childminder supports children well with self-care. She ensures that they all

make good progress in toilet training and they frequently wash their hands. The childminder takes her time to help children to learn how to dress themselves before going outside. She praises them as they attempt to put on their own socks, boots and puddle suits. Children are learning important independent skills. However, they are not supported to put their things away when they come back inside or to tidy away discarded toys.

- The childminder gives the children instructions and rules to keep them safe. For instance, she helps them negotiate a safe pathway for their vehicles when playing near the swings and gives children regular reminders not to put things in their mouths. The childminder does not explain how these things keep them safe and healthy, though.
- Parents speak highly of how the childminder accommodates each child to be happy, comfortable and secure. The childminder provides parents with information about their children's development and offers valuable support. She provides advice on healthy eating and the effects of bottles on teeth, for example. The childminder also has a long-standing professional relationship with the local school and pre-school that children attend. This helps to provide consistent support for children in their learning and development.
- The childminder values the importance of her own continued professional development. She attends regular training to support her provision and improve outcomes for children. The childminder evaluates her setting and identifies areas for improvement. She is committed to extending the opportunities for children to learn outside even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She and her assistant attend a range of training to ensure that their child protection knowledge is up to date. The childminder knows the signs that may indicate a child is at risk from harm. She understands how to report any concerns about a child's welfare and any allegations about a member of her household, should they arise. The childminder and her assistant carry out regular risk assessments of their home to identify and remove any potential hazards for children.

What does the setting need to do to improve?

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

- talk to the children about the reasons for the rules in place to make sure they fully understand how to stay safe and healthy
- further support children's independence skills by helping them to take care of their belongings and the toys they play with.

Setting details

Unique reference number	EY278683
Local authority	Devon
Inspection number	10305112
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	2 to 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 February 2018

Information about this early years setting

The childminder registered in 2004. She lives in the village of Sampford Peverell, in Devon. The childminder works from 7.30am until 6pm on Monday to Thursday, with five weeks holiday throughout the year. She is assisted by her husband.

Information about this inspection

Inspector

Den Russell

Inspection activities

- This was the first routine inspection of the childminder 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 childminder and the inspector discussed how the early years provision and curriculum is organised.
- The childminder discussed the leadership of the setting with the inspector.
- The inspector spoke to children and the childminder's assistant throughout the inspection.
- The inspector spoke to and read statements from parents to gather their views.
- The inspector checked first-aid certificates.

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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