

Childminder report

Inspection date: 2 February 2022

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 demonstrate that they are happy, secure and feel confident to explore in the childminder's home. The childminder is attentive and responsive to children's needs, and she positively promotes their sense of belonging and emotional well-being. The childminder gives consistent messages about expectations. As a result, children are safe and well behaved.

Children are supported to become independent. For example, older children take care of their own belongings and personal needs. Younger children learn to feed themselves. Children learn how to treat animals respectfully as the childminder has two well-behaved dogs in her home.

Children have frequent opportunities to be physically active as the childminder takes them to local parks where they can run, climb and balance.

The childminder has high expectations of all children, including those with special educational needs and/or disabilities. She has a good understanding of how children learn and develop, which enables her to support them well. This helps to prepare children with the necessary skills and knowledge for later learning.

As a result of the COVID-19 pandemic, the childminder has increased her robust and regular hygiene practices in order to keep children safe in her home.

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

- The childminder regularly praises children for their efforts and achievements. As a result, they have high levels of self-control and try hard to complete tasks. They respond warmly to the childminder and show pride in their accomplishments.
- The childminder takes time to observe children and understand what interests them. She uses this information to plan activities that engage them and move them on in their learning.
- Children develop an interest in books, using props to identify the animals in the stories the childminder reads to them. The childminder supports children to make connections as they share stories. For instance, she asks children to find objects which are the same colour as the pictures. Children enjoy moving to familiar songs that the childminder sings with them.
- The childminder has developed her teaching practice since her last inspection and she understands the importance giving children time to explore, investigate and solve problems. She provides children with a range of opportunities to develop strength in their hands using a variety of different tools. For example, children use scoops, tweezers and pegs in their play.

- The childminder demonstrates a good understanding of how to support children's communication and language skills. She ensures that children have frequent opportunities to hear and repeat words. However, at times, younger children do not understand the complex sentences and vocabulary she uses. As a result, they are not always able to respond.
- The childminder works in partnership with parents to ensure that children have healthy and balanced diets. She gives children consistent messages about the importance of physical exercise and limiting screen time. She teaches children about diversity in age-appropriate ways. Children learn to be respectful, and they develop good manners.
- The childminder talks to parents when children first start at the setting to find out about their routines. This helps children to settle in quickly. She shares information with parents verbally to inform them about their children's time in the setting. However, there are no procedures in place to enable parents to provide feedback about the provision. As a result, the childminder is not always aware of their views.
- The childminder introduces young children to counting and mathematical language during their play. This helps them to develop an understanding of number, size and shape. Children enjoy playing with a range of toys that support their understanding of cause and effect, for instance pressing buttons to make sounds.
- The childminder supports children to be ready for pre-school. However, she does not routinely share information about their learning and development with other settings that children attend or move on to.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her child protection knowledge is up to date, and she knows the signs that may indicate a child is at risk of harm. She understands how to identify and report concerns about a child's welfare. She is aware of the reporting procedures in the event of an allegation against her. She ensures that parents are aware of her safeguarding duties. The childminder has attended first-aid training and carries out risk assessments 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:

- support children's understanding and communication skills consistently, using developmentally appropriate language
- develop procedures to seek feedback from parents to gather their views on the provision

- ensure that important information about children's learning and development is shared with other providers.

Setting details

Unique reference number	EY293326
Local authority	Devon
Inspection number	10073442
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	21 July 2016

Information about this early years setting

The childminder registered in 2004 and lives in Crediton, Devon. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for during her holidays.

Information about this inspection

Inspector

Den Russell

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 childminder and the inspector had a learning walk of the areas used by the children and discussed the setting's aims.
- The childminder spoke to the inspector at convenient times during the inspection.
- The inspector observed the quality of teaching and discussed the childminder's teaching practice.

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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