

Childminder report

Inspection date: 10 October 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 are relaxed and happy in the attentive childminder's care. Younger children settle quickly and feel comfortable and ready to play. They smile as they receive regular cuddles and appear very secure in their regular routines. Children develop the emotional security they need to enjoy the learning experiences the childminder provides.

The childminder plans a broad curriculum that is centred around what children need to learn next. She gets to know children and families well. This enables her to understand how to plan precisely for children's continued development. For example, children enjoy being physically active outdoors. They develop their physical skills and gain good coordination, beaming with pride as they climb and balance by themselves.

Children develop an understanding of how to lead a healthy lifestyle. The childminder talks to them about nutritious food and they enjoy daily fresh air and exercise. Children find out about brushing their teeth regularly and begin to understand why this is important.

Children behave well. The childminder is a good role model and treats children with kindness. This helps children to understand the feelings of others and they naturally share and take turns. For example, children wait patiently for their turn to go down the slide and understand how to cooperate with others.

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

- Parents speak highly of the childminder and appreciate the flexibility she provides when caring for their children. The childminder provides settling sessions, where she builds a relationship with parents and observes children's interests. She keeps parents informed of their children's progress through regular conversations. This supports children's well-being and provides continuity for their learning and development.
- Children become confident communicators. The childminder is knowledgeable about how to promote their speech and language skills. For example, she encourages the youngest children to say single words, repeating them to help them to develop new vocabulary. Older children benefit from regular conversations with the childminder and thoroughly enjoy talking about their experiences.
- Children do well in their mathematical development. The childminder regularly encourages children to count as they play. For example, children confidently count the number of toy cows on a farm and then talk about how many they will have if they add one more. They begin to understand mathematical concepts as

they have fun pretending to be the farmer.

- The childminder consistently builds on children's achievements. She interacts with children well to support their learning. For example, she talks to children about the crunchy feel of autumn leaves and teaches them the names of insects and bugs. However, at times, she does not encourage children to explore, experiment and follow their own thoughts and ideas.
- Children grow in confidence under the childminder's guidance and gain the skills they need to move on in their education. The childminder recognises the need to continue to promote children's independence and support them further to manage small tasks for themselves.
- The childminder teaches children about other cultures and the wider world. For example, children enjoy trying food from different countries. They celebrate cultural festivals and find out about communities that are different from their own.
- The childminder is experienced in childcare and continues to develop her knowledge further by completing training, for example. She is reflective and continually works towards providing the best possible experiences for the children in her care. For example, she is developing the outdoor space to provide even more sensory experiences for children to enjoy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the different types of abuse, along with the signs and symptoms. She has a good understanding of how to report any concerns. The childminder understands who to contact if an allegation is made against herself or a member of her household. She updates her safeguarding knowledge regularly. This means that she is able to keep up to date with current legislation and keep children safe. The childminder carries out regular risk assessments to ensure that the premises are safe and secure.

What does the setting need to do to improve?

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

- give children more time to explore and experiment to deepen their engagement in activities and extend their understanding
- extend opportunities for children to develop their growing independence even further.

Setting details

Unique reference number	EY294415
Local authority	Devon
Inspection number	10234871
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	16 January 2017

Information about this early years setting

The childminder registered in 2004 and she lives in Heathfield, Newton Abbot, Devon. The childminder offers her service five days a week from 6.30am to 6pm. She is able to receive funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Margaret Baird

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector talked to children and took account of the views of parents in written comments.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder discussed her self-evaluation with the inspector.

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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