

Childminder report

Inspection date: 29 January 2020

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 enjoy their time with the childminder. She provides a warm, welcoming and homely environment where children are happy and relaxed. Children have access to a wide variety of toys and resources, and the childminder encourages them to make choices about their play and follows their interests. She gives children good support as they lead their learning and makes the most of opportunities to develop and extend their development. For example, the childminder encourages children to count out eggs one by one as they use them in their role play to support their mathematical development.

The childminder forms affectionate bonds with the children in her care. She is very attentive and anticipates their need to have a snack or a rest. The childminder is always ready with reassurance and a cuddle, and children are settled and secure in their daily routines.

Children's behaviour is good. The childminder has high expectations and firm boundaries so that children know how to cooperate with others as they play. She regularly reminds them to use good manners and they share and take turns happily under her guidance.

Children benefit from many outings to local parks and beaches. They develop their physical skills and enjoy being in the fresh air, which promotes their healthy lifestyles well. In addition, the childminder takes children to toddler groups where they have access to a wider range of activities and extend their social skills.

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

- The childminder continually talks to children to support their communication and language skills. Children ask the childminder if she would like a cup of tea, and enjoy pretending to pour tea and add milk. She describes what they are doing and asks questions that help to increase their vocabulary.
- The childminder provides a variety of opportunities for children to learn about other cultures and the wider world. Children are eager to try to use chopsticks to pick up noodles during their pretend play. They enjoy celebrating Chinese New Year and develop their creativity as they make traditional Chinese fans.
- The childminder regularly reflects on her provision and adapts her practice to support the children in her care. She continues to extend her qualifications and skills through attending training and meeting with other childminders to share good practice.
- Partnerships with parents are strong. The childminder has regular conversations with parents about their children's learning. She talks to parents about children's home routines when they first start to attend to support their well-being and

emotional security. However, she does not ask parents about what children already know and can do to help her to understand their starting points.

- The childminder is experienced in childcare and has a good understanding of how children learn through play. She monitors children's development closely to ensure that there are no gaps in their learning and they make good progress. However, she does not focus precisely enough on what individual children need to learn next to help them to develop their skills at an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of child protection up to date and attends training to ensure that she is aware of any changes. She has a good understanding of the signs that may cause her to be concerned about a child's welfare. The childminder is clear about the correct procedure to follow to keep children safe from harm.

What does the setting need to do to improve?

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

- consult parents about what children already know and can do when they start to attend to establish their starting points more clearly
- develop systems to focus more precisely on individual children's next steps in their learning to help them to make the best possible progress.

Setting details

Unique reference number	EY311367
Local authority	Devon
Inspection number	10062539
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 November 2015

Information about this early years setting

The childminder registered in 2005 and lives in Newton Abbot, Devon. She offers flexible hours of childcare all year round, 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

- The inspector looked at the areas of the home that are used for childminding and talked about how the childminder organises her setting.
- The inspector observed the childminder interacting with children and talked about the quality of teaching.
- The childminder and the inspector observed children playing and discussed their progress.
- The inspector took account of the views of children and parents.
- The inspector looked at a range of documents and discussed self-evaluation.

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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