

Childminder report

Inspection date: 11 April 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 feel safe and secure in the childminder's home. She is friendly and nurturing towards the children, who have formed a strong bond with her. Babies lift their arms up to the childminder when they want a cuddle and she responds positively. Older children show confidence in speaking to the childminder about their favourite activities. They talk to her about the ideas they wish to engage in, such as experimenting with water colours.

The childminder plans her curriculum on what children need to learn next, coupled with their interests. She has researched how babies can safely engage in creative play using edible ingredients. For example, babies explore natural yoghurt and food colouring and use this as 'paint'. Babies learn how to use one-handed equipment in the paint. They experiment with spoons, plastic forks and soft paintbrushes to support their hand-to-eye coordination. Babies enjoy using these tools to create marks on paper and show pride in their achievements by clapping. Older children enthusiastically show the childminder and visitors the artwork that they have created using different materials. All children have a positive attitude to learning and behave well.

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

- Partnerships with parents is effective. The childminder has detailed daily discussions with parents about their children when they drop off and collect them. Parents report positively on the care and education the childminder provides for their children. They comment on how their children feel confident, secure and respected while at the childminder's.
- The childminder has formed good links with the local pre-school and primary school. She frequently shares information about children with the other professionals to provide continuity of care and education. For instance, the childminder works with the Reception teacher to help children sound out letters in their name. This supports their early reading and writing skills in preparation for their move on to school.
- Older children have opportunities to design their own feedback forms. They record how they feel about the childminder and the activities she provides. The childminder values their opinions and enables them to explore their own ideas. For instance, children write their own scripts and then act out their 'play' to the rest of the group.
- The childminder has good procedures to monitor and evaluate her provision. However, occasionally she does not focus on the key areas, such as developing her knowledge around children with special educational needs and/or disabilities (SEND). Nonetheless, she is keen to make improvements to help all children.
- Children have good opportunities to have daily physical exercise and trips out

with the childminder in the local area. They visit the nearby pond regularly and babies learn to say new words, such as 'duck', to support expanding their vocabulary. Children borrow books from the library and sustain concentration well as they listen to stories. The childminder extends older children's love of books. She introduces them to a close friend, who is an established author, to help develop their passion for writing.

- Children learn mathematical concepts from a young age. The childminder frequently counts with babies and sings number songs and rhymes. She talks to them about adding 'more' paint, and how they can dip their brushes 'in' and 'out' of the pot.
- The childminder encourages all children to be creative through a range of crafts and musical activities. Babies intently observe the childminder when she plays the piano. They understand that they too can create a sound when they press the 'key'. Older children use books to explore how they can create a range of artwork using a variety of textures and metallic paint.
- The childminder models language skilfully. She communicates clearly and uses repeated phrases for babies to help them to learn new vocabulary. However, occasionally the childminder has the music too loud, so not all children can concentrate. The childminder is a positive role model and encourages older children to listen to one another. Children learn to take turns in conversations.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in protecting children from harm. She knows how to identify and report any concerns about children's welfare if necessary. The childminder provides parents with safeguarding information when children first join. She also provides them with any updated communication from the local authority to ensure that they remain alert to potential risks to children's well-being. Older children understand the childminder's house rules. They know to tidy away resources when they have finished playing with them, and to clean up spilt paint on the floor to prevent slips and trips.

What does the setting need to do to improve?

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

- make sure that areas for improvement focus on key areas, such as communication and language development and SEND.

Setting details

Unique reference number	EY345723
Local authority	Devon
Inspection number	10280372
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	0 to 11
Total number of places	5
Number of children on roll	14
Date of previous inspection	17 August 2017

Information about this early years setting

The childminder registered in 2007 and lives in Exeter, Devon. She offers care on Tuesday and Thursday, from 6.30am to 6pm. On Monday, Wednesday and Friday she operates before school from 6.30am to 9am, and after school from 3.15pm to 6pm, all year round.

Information about this inspection

Inspector

Joanne Steward

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 and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector carried out a joint observation of a creative activity with the childminder.
- Parents shared their views of the setting with the childminder.
- The childminder provided the inspector with a sample of documentation on request.

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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