

Childminder report

Inspection date: 21 January 2025

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 arrive at the setting, warmly greeted by the childminder, who knows the children very well. Parents trust the childminder and feel confident that their children are very well cared for. The childminder carefully assesses the children's development and takes time to talk with families, who share information about their children's progress. They work together on helping children with potty training and supporting children's speaking skills.

The childminder offers a broad and balanced curriculum, making effective use of both indoor and outdoor environments. She helps children learn the skills they need to be ready for school. For instance, children engage well, and they learn to develop independence and to enjoy doing things for themselves. Children are motivated and learn how to put their outdoor clothes on. They are confident in the routines of the setting, such as setting the table and chairs ready for snack time.

Children develop strength and coordination as they enthusiastically join in with singing songs together and practise the actions to go with these. Relationships between the staff and the children are positive, and the children enjoy spending time together, making friends and learning how to share and take turns. The childminder introduces children to books and stories to develop their language skills and supports the children to play imaginatively as they make pretend ice cream, which they 'share' with their friends.

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

- The childminder works closely with her assistants in the setting. She ensures that they keep up to date with training, such as first aid and keeping children safe. They all pay close attention to health and safety matters, such as closely observing children as they eat together. The childminder helps children learn how to be healthy as they wipe their own noses with tissues and clean their hands to reduce the spread of germs. The childminder helps them to learn the skills they need to put on their own coats and boots. Children learn about drinking water after they have been active in the garden.
- The children develop concentration and coordination as they thread string through button holes and practise using tweezers to pick up objects. They enjoy moving physically in response to sounds and rhythms as they dance to music. Children develop coordination as they play with plastic balls in the garden, throwing them as high up in the air as they can. Staff encourage children to develop their fine motor skills when using chalks to make marks. Older children begin to form pictures, such as drawing 'people' on the chalkboard.
- The childminder has developed her setting to include more opportunities for children to develop a love of books. They choose to sit together on cushions and

share stories to encourage early reading skills and language. Children are supported to develop their skills further by finding their own name on their water bottles. Children continue to grow in confidence and begin to speak more while at the setting because of the warm relationships formed between children and adults.

- The childminder helps children to develop mathematically as they play with construction equipment. She introduces new vocabulary, such as 'behind', 'on top' and 'next to', as they play, which helps them to learn ideas about position. Children learn about sorting objects by colour and size, and some older children learn to count objects with accuracy. On occasion, the childminder uses overly complex sentences with younger children, such as asking questions about specific colours and numbers. Younger children do not always understand because they have not yet learned about these.
- The childminder supports children in readiness for starting school by forming positive relationships with the schools that children move on to. She invites teachers to visit her setting and encourages families to visit the school to help children settle in more easily. She shares information with other providers about children's progress to help them get to know children.
- The childminder works closely with parents to share information electronically, as well as at drop-off and pick-up times. Parents value the opportunity to talk about their child's development and to share ideas to support children's next steps in learning. Children progress quickly as a result of the childminder working closely together with parents, who are all delighted as children thrive and make new steps in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- adapt language to further support younger children's understanding of mathematics.

Setting details

Unique reference number	EY346698
Local authority	Devon
Inspection number	10232988
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 4
Total number of places	9
Number of children on roll	10
Date of previous inspection	27 March 2019

Information about this early years setting

The childminder registered in 2007 and lives in Whitchurch, Devon. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday. The childminder offers government funded places for childcare. The childminder holds a level 3 qualification. She works with her assistants, and of these, two hold relevant qualifications at level 3.

Information about this inspection

Inspector

Stephanie Wright

Inspection activities

- The inspector completed a learning walk with the childminder to understand the curriculum being offered at the setting.
- The inspector and the childminder completed some joint observations of the children while they were learning.
- The inspector scrutinised some documentation, including the suitability of the childminder and her assistants.
- The inspector spoke to parents and carers about their experience of the setting.
- The inspector spoke to the children who chatted as they played.
- The inspector spoke with the childminder and her assistants about the teaching and learning taking place at the setting.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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