

Childminder report

Inspection date: 31 August 2021

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

The childminder greets children warmly as they arrive. Children come in happily and settle quickly. The childminder has caring relationships with the children. She knows individual children and their families well. The childminder nurtures children and meets their care needs well. Children feel safe and secure in the childminder's care.

The childminder creates a stimulating and nurturing environment. She provides a wide range of resources, which develops children's curiosity. Children are confident to explore their surroundings and independently choose what interests them. They behave well and are highly engaged in their play.

The childminder has high expectations of what children can achieve. She offers activity ideas and encourages parents to support their child's learning at home. Children take turns to take a teddy bear home and enjoy sharing about their time with it. During the COVID-19 (coronavirus) pandemic, the childminder continued sharing information and ideas with parents about how to help with their child's learning.

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

- The childminder has a good knowledge of how children learn. She understands the importance of planning her provision around this. She has clear aims of what she wants to provide and why she chooses to set up the environment in the way she does.
- The childminder is passionate about providing a range of resources that encourage children to be imaginative. Children enjoy playing with different-sized boxes and using them for different purposes. Young children concentrate and engage in activities for sustained periods. The childminder models how to put balls down tubes, which children enjoy repeating. They also enjoy exploring resources that stimulate their sensory development, such as mirrors.
- The childminder gathers information about children's starting points and carefully tracks their progress from these. She identifies any gaps in children's learning and uses these to set age-appropriate next steps to move their learning on. As a result, children make good progress and are meeting expectations for their age.
- Overall, the childminder's interactions with children are good quality. She observes and comments on children's play to support children's communication and language. She introduces words to broaden the language that children hear, such as 'squeaky', 'squishy' and 'squashy'. However, at times, some opportunities during daily routines are not used to support younger children's communication and language even further.

- The childminder gives children's emotional well-being the highest priority. For example, she ensures that children are happy and feel safe so that they can learn effectively. Children have good levels of self-confidence and self-awareness and are proud of their achievements.
- Children are encouraged to treat each other with kindness and respect. The childminder helps to develop even the youngest children's awareness of what makes them unique. She is passionate about developing children's social opportunities and helping children and families build friendships to support the children's move on to school. She also encourages all families to celebrate differences and respect diversity.
- The childminder is self-reflective and regularly reviews her practice. She strives to improve and completes regular training to stay up to date with changes in legislation and practice.
- Partnerships with parents are effective. The childminder establishes positive relationships with parents and gathers information from them even before children start attending. She seeks their views and gives them opportunities to provide feedback. Parents are happy with the regular communication they receive about their children's learning and progress.
- The childminder has positive partnerships with other settings. She regularly communicates with local pre-schools and other childminders to share ideas and enhance her own professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection and knows how to safeguard children. She attends regular safeguarding training to stay up to date with any policy changes. The childminder is aware of wider safeguarding legislation and how this is relevant to the children in her care. She completes thorough risk assessments to ensure that the environment is safe for children. The childminder goes on regular walks in the local area and has steps in place to keep children safe. She teaches older children about safety and they learn to negotiate their own risks. For example, she encourages them to climb the garden steps on their own.

What does the setting need to do to improve?

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

- strengthen opportunities during regular daily routines for children to develop their communication and language even further.

Setting details

Unique reference number	EY358593
Local authority	Devon
Inspection number	10073963
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 June 2016

Information about this early years setting

The childminder registered in 2007 and lives in Torrington, North Devon. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She also offers care for older children aged up to 11 years. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector
Amy Fedrick

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 inspector observed interactions between the childminder and the children and reviewed the impact on children.
- The childminder discussed children's progress and next steps with the inspector and viewed children's records.
- Parents' views were taken account of by the inspector.
- The inspector sampled documentation, including evidence of suitability and training records.

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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