

Childminder report

Inspection date: 8 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming home-from-home environment to help all children to feel safe and secure. When children first arrive, they independently hang up their coats and place their shoes on a rack. Children show they are happy and confident in the childminder's care; they snuggle up to her and settle really quickly. This demonstrates that they feel emotionally secure.

The childminder has high expectations for all children to behave well and have positive attitudes to their learning. They cooperate well together as they play. The childminder understands the importance of supporting children's behaviour. For example, she helps children to understand the importance of turn-taking and sharing as they play on an indoor climbing frame. Children receive consistent praise for their efforts.

Children make strong progress from their starting points and demonstrate age-appropriate knowledge and skills. The childminder provides a broad range of activities to motivate children to learn and develop new knowledge and skills. She recognises that children in her care love to explore and investigate. For example, when using 'shape sorters', children try different ways to fit the pieces together. When the task is complete, they celebrate their achievements. Children are motivated and independent learners.

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

- Overall, the childminder plans a broad curriculum to support children to develop new knowledge and skills. She offers a mix of adult-led and child-initiated play. She has a good overview of where children are in their learning and development, using her learning journals and assessments. The childminder plans for what she wants children to know and do next. However, at times, when planning adult-led activities, these do not consistently align with children's next steps of learning to help them engage and focus. Occasionally, children wander off.
- Children's physical development is well supported. The childminder provides plenty of opportunities indoors and outdoors. Children learn valuable skills, such as climbing up and over a climbing frame, and learn how to stay safe when they all want to climb on together. They happily engage in other activities, such as learning to ride on wheeled toys. The childminder offers opportunities to help develop their hand muscles and hand-eye coordination in readiness for early writing. For example, children use colouring pencils and peel off stickers to decorate pictures of ducks.
- The childminder supports mathematical development well. For example, she teaches children the nursery rhyme 'Five Little Ducks'. The childminder uses

props to support the children to count backwards from five to zero and to encourage them to join in. This helps children to count items well and to use mathematical language in their play.

- Children develop good language and communication skills. The childminder consistently narrates what is happening and asks children open-ended questions to encourage their language skills. Children are confident speakers and engage in conversation with each other.
- The childminder encourages independence and supports children to follow good hygiene procedures. Children are familiar with daily routines, such as washing their hands before they eat and after using the toilet. Although children are keen to be independent in their self-care, the childminder does not fully extend their skills in this area. For instance, she does not enable children to have a go at wiping their own noses to further support their personal development.
- The childminder works closely with parents. Parents describe the childminder as 'friendly, welcoming and happy'. The childminder gathers a wealth of information from parents at the start. This helps to build an accurate picture of each child's development. She shares information with parents about the progress children have made in their learning. Parents really appreciate her professional guidance to help support their children's learning at home.
- The childminder shows good skills in evaluating her own practice to maintain the good standard of care and learning for all children. She accesses training to keep her knowledge up to date. For example, following training, the childminder is alert in recognising and supporting children who may be at risk of domestic violence and in how to keep them safe. Additionally, the childminder has positive links with the local authority and other childminders in the area to share ideas and good practice, which benefits her provision.

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:

- plan activities more effectively to help children sustain their focus and concentration
- help children to take responsibility for their own self-care to further develop independence.

Setting details

Unique reference number	EY359188
Local authority	Devon
Inspection number	10377421
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	5
Number of children on roll	6
Date of previous inspection	5 March 2019

Information about this early years setting

The childminder registered in 2007 and lives in Cullompton, Devon. She operates each weekday from 7.45am to 5pm, all year round. The childminder receives funding for early education. She holds a level 3 childcare qualification.

Information about this inspection

Inspector

Vicky Burns

Inspection activities

- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of her views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector and the childminder carried out a joint observation.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.

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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