

Childminder report

Inspection date: 12 March 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

The childminder provides a second home for the children, who feel happy and secure. Play spaces are clean, well-resourced and organised to ensure that children are kept safe. Children are kind and respectful of one another, the home and visitors to the setting. For example, children sing an adaptation of the 'Baby Shark' song as they tidy up and help at snack time. The childminder has warm attachments with the children. She sensitively supports them to manage their feelings and to wait their turn to use a popular toy. Older children enjoy chatting to her and are encouraged to identify humour and make links in their knowledge, for example finding it funny when two adults have the same name.

The childminder makes the most of the garden, and local attractions, to help her develop children's imaginative play and a love of the natural world. She has organised the environment to provoke comment and observations. For example, she has placed clear plastic bags containing sprouting beans on a window. Children notice them and share what they see; they learn the rhyming words 'roots' and 'shoots'.

Parents are complimentary and call the childminder a 'star', praising her commitment and care for their children. They value her positive approach to potty training. The childminder has used training to enable her to work with, and guide, parents in managing this part of children's development together. This has resulted in children moving from nappies to independent toileting with ease.

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

- The childminder has a clear understanding of the way she wants children to learn. She understands the importance of enabling children to be independent learners and how natural, open-ended resources can be used to encourage children to be creative. The childminder liaises with parents to find out about their children's fascinations and uses this knowledge to enhance the toys she provides. For example, she uses different-shaped construction bricks with wooden loose parts to develop children's imaginative play. However, the childminder does not take all opportunities to enable children to use the wide range of resources to extend their learning.
- The childminder provides good encouragement for older children to talk about what they see. For example, a visit by a blackbird in the garden provokes a discussion on whether it is 'Mr or Mrs Blackbird', dependent on the colour of the feathers. However, the childminder sometimes misses opportunities to introduce new single words to younger children to increase their vocabulary.
- The childminder is aware of each child's learning and developmental needs and monitors the progress they are making. She plans exciting activities to teach

mathematical understanding of concepts such as length and speed. Older children enjoy the challenge that these activities provide, and younger children are able to explore the resources.

- The childminder reinforces healthy practices at every opportunity. Children are taught the importance of keeping their hands clean and use the hand sanitiser provided without prompting. The childminder initiates discussion about healthy food and children respond thoughtfully, for example when deciding whether squash is a fruit, or how water aids their digestion.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has considered carefully how to ensure that her home provides a safe and secure environment for children. She has easy-to-read policies which she communicates effectively to parents. The childminder can articulate well the signs and symptoms that indicate that a child is at risk of harm. If she has any questions or concerns, she is clear on the reporting procedures or who to contact for further advice. The childminder ensures her first-aid qualification is up to date and is aware of the procedures to follow if accidents happen.

What does the setting need to do to improve?

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

- provide more support and encouragement for toddlers to practise their speaking skills and learn new words
- increase the accessibility of the wide range of resources, indoors and outside, to extend children's learning

Setting details

Unique reference number	EY366306
Local authority	Devon
Inspection number	10074049
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 11
Total number of places	12
Number of children on roll	10
Date of previous inspection	17 May 2016

Information about this early years setting

The childminder registered in 2008. She lives in Heathfield, near Newton Abbot in Devon. The setting is open each weekday from 8am to 5.30pm all year round. The childminder has a level 3 diploma in childcare.

Information about this inspection

Inspector
Nicki Bland

Inspection activities

- The inspector viewed the parts of the premises used by the childminder, including the sitting room, kitchen, garden and upstairs bathroom.
- The inspector observed the quality of teaching during indoor and outdoor activities. A discussion was held with the childminder about how her curriculum and early years provision are organised.
- The inspector spoke with children and the cleaner who visits the property weekly.
- The inspector looked at relevant documentation, including evidence of qualifications and continuing professional development.
- The views of parents were considered by the inspector.

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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