

Childminder report

Inspection date: 2 February 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 happy and secure in the care of the childminder, her co-childminder and their assistant. They share warm relationships with the childminder and enjoy her company. Children benefit from a broad and varied curriculum because the childminder gets to know the children well and plans for their individual needs. Children make good progress in their learning and excitedly explore and investigate resources as they engage in play. For example, children match the numerals on a clock to numbers as they engage in conversation with the childminder about time. Children develop high self-esteem as the childminder uses praise effectively to encourage and build children's confidence.

Children behave well. They learn to manage their feelings for themselves successfully and show kindness towards others. They thoroughly enjoy outside play, where they develop problem-solving skills. For example, they experiment and explore to see how fast water travels down pieces of guttering.

During the COVID-19 pandemic, the childminder has maintained good communication with parents and children. Throughout, the childminder has focused on supporting children in their personal, social and emotional development, to ensure their well-being.

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

- Children enjoy being physically active. They develop good coordination as they use different wheeled vehicles to race down the slope in the garden. They climb on the pirate ship, exploring their surroundings as they look through the telescope and describe what they can see.
- Children use their imagination well and try out their ideas. They thoroughly enjoy mixing paints and creating pictures. However, the childminder does not always differentiate creative activities enough so that children can consistently learn new skills.
- The childminder involves herself in the children's activities. Children pretend to hop like a bunny or use their bodies to make the shapes of different fruit as they sing songs enthusiastically or join in with action rhymes. The childminder praises the children for their good singing and taking part, which supports them to have high self-esteem and boosts their confidence successfully.
- Children engage in a wide range of activities and thoroughly enjoy their time at the setting. However, the childminder does not always organise the times in between activities, such as lunchtime, and returning to play. During these times, younger children wander from one activity to another and older children spend time sitting and waiting instead of engaging in activities.
- The childminder, together with her co-childminder, monitors children's progress

carefully and plans accurate next steps in their learning. There is a strong focus on supporting children's communication and language. The childminder actively listens to children and extends their vocabulary by introducing new words and engaging them in lively conversation.

- Children develop a good understanding of healthy eating. They engage in activities, identifying foods that are good for them and those that are not so healthy. They learn about good oral hygiene and the importance of brushing their teeth.
- The childminder and her co-childminder evaluate their practice together and consider areas for development. They constantly develop new experiences to support children's learning and help them to be ready for school when the time arrives. There is a strong focus on developing children's independence. Children dress themselves for outside play and independently choose from a wide range of resources and activities.
- Partnerships with parents are strong. Parents comment that their children have grown in confidence and they recognise that they can do so much more than they could do when they first started. The childminder recognises the importance of good partnerships with parents and the positive impact these have on children's well-being.
- Children's behaviour is good. The childminder uses different strategies and positive language to encourage children's good behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection issues and how to keep children safe. She keeps her safeguarding knowledge up to date and recognises the signs and symptoms that may be a cause for concern. The childminder understands what to do if she is concerned about a child's welfare. She supervises children appropriately and risk assesses the environment. This helps her to provide a safe place for children to play and helps children learn about ways in which to keep themselves safe.

What does the setting need to do to improve?

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

- differentiate craft activities more to build further on what children already know and can do
- consider the organisation of the times in between activities to maximise children's learning opportunities further.

Setting details

Unique reference number	EY379823
Local authority	Devon
Inspection number	10277082
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 9
Total number of places	6
Number of children on roll	23
Date of previous inspection	8 May 2017

Information about this early years setting

The childminder registered in 2008. She works with another childminder from the other childminder's home in Newton Abbot, Devon. The childminder offers flexible hours throughout the year. She also works with an assistant.

Information about this inspection

Inspector

Michelle Heimsoth

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 the childminder's curriculum and her intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to the childminder, her co-childminder and their assistant at appropriate times during the inspection.
- The inspector reviewed parents' feedback and took their views into account.

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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