

Childminder report

Inspection date:

15 July 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of this friendly and knowledgeable childminder. The childminder helps children to become curious learners who question new learning and develop skills of resilience and perseverance that help them to be successful in activities.

The childminder is quick to respond to children's individual needs and supports their blossoming characters to shine as they play and explore. Children are eager to involve the childminder in their play, and as they explore activities together, she extends learning and builds children's excitement and wonder about the world around them. The childminder supports children to develop independence and helps them develop self-care skills over time. She praises and encourages children to complete tasks for themselves, such as selecting and preparing their own snacks.

The childminder carefully considers what she wants children to learn and how she can best support them to achieve their next steps in learning. She adapts activities to support progress and development. Children enjoy rich and varied learning experiences, from trips to local parks to outings to the museum for clay workshops and taking part in charity walks.

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

- The childminder provides a curriculum that builds on what children already know and can do. She has excellent knowledge of child development and keeps this up to date through regular professional development. She knows the children in her care exceptionally well. She is ambitious in her aims and activities, and children rise to the challenges set and show such joy as they learn. Children concentrate for long periods of time, showing such interest in their learning. For example, when learning about body parts and bones, children delight in finding the same bones depicted on X-rays on the model skeleton. They then enjoy making their body joints move in the same way as the skeleton. Communication and language development is superb, and children are confident communicators. They enjoy playing with new words, such as 'pelvis', 'joints' and 'coccyx', and giggle as they find body parts on a body map.
- Behaviour is exemplary. Children meet the high expectations set by the childminder and have developed respectful relationships. The childminder has a gentle, caring nature and encourages children to understand how to keep themselves safe. For example, she takes time to explain the potential dangers of toys left all over the floor and the risk of a chopping board being unstable and moving without a tea towel being placed under it.
- The childminder prepares children well to ensure they are ready for any moves

or changes in their lives. For example, when children start with her, she has well-established settling-in routines to ensure that families are well informed and supported, and children can thrive in her care. She has formed effective working relationships with local settings when children are moving on to nursery or school. The childminder communicates important information with the new setting so the transition is smooth and learning is maximised. The childminder is proactive in building communication with settings that share care for children, to ensure that all areas of learning and development are monitored and children excel.

- Parents report how delighted they are with the progress their children make. The childminder provides regular updates on learning and activities and keeps parents well informed of developmental milestones. She supports families to establish good care routines at home, such as ideas to promote quality sleep and on providing a balanced diet. She also makes sure that parents know how to best support children's learning and development at home.
- Children develop excellent imagination skills and use these skills as they make marks and develop early mathematics skills. They enjoy creating images of vehicles in the sand and telling stories about their families going on day trips in the cars. The childminder weaves mathematics into the play by talking about the number of wheels needed and the straight and curved lines needed for the car roof and discussing what is in front, behind, above and below the car. Children are enthralled by the discussion and eagerly explain their thoughts and ideas.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY379896
Local authority	Devon
Inspection number	10351044
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	1 October 2018

Information about this early years setting

The childminder registered in 2008 and lives in the Whipton area of Exeter, Devon. She has a childcare qualification at level 3. She operates Monday to Friday, from 8am to 6pm, all year round.

Information about this inspection

Inspector

Shirley Evel

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- 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 of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure 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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