

Childminder report

Inspection date: 15 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the friendly childminder. They enjoy his company and have formed good relationships with him. Babies enjoy a cuddle with the childminder and happily take a bottle feed from him, nestled in his arms. The childminder talks to babies as they feed, making good eye contact with them. Older children also enjoy being with the childminder, who praises them frequently for their achievements.

The childminder is keen to promote children's communication skills. He uses clear sentences and sign language to help them make their needs known. The childminder introduces new words into children's vocabulary, such as 'wiggly' as children make pretend caterpillars using dough. He consistently helps children with pronunciation by repeating words for children to hear and copy to support their communication and language.

Children understand the rules and boundaries well. They play cooperatively, sharing resources with one another. Children cope well with changes in routine such as playing between the indoor and outdoor environment or when tidying up in preparation for lunch. Children demonstrate good behaviour and show politeness when meeting visitors, using their manners. They are highly confident and keen to share their experiences.

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

- The childminder takes children on visits to the local care home. They engage with the elderly residents, taking part in fun activities such as singing and creative artwork. Children develop their social skills and communication as they chat to their new friends.
- Children enjoy outings with the childminder and learning about the community. For example, they get to know a local artist, and together, they paint sunflowers on the public walkway. Additionally, the childminder and children attend nearby flower shows where children make handprint butterflies using paint to help extend their creative skills.
- The childminder helps children to learn about life cycles. For instance, he talks to children about butterfly eggs on a leaf and shows them how to make small balls with dough to replicate this. Children develop their hand-eye coordination as they roll their dough into balls and then later into long shapes to represent caterpillars. However, the childminder does not consistently adapt activities to help younger children remain engaged, and at times, they wander off.
- Children develop their mathematical skills well. The childminder counts with babies as they play with activities. For older children, the childminder extends their knowledge and asks questions such as, 'How many have you made and

how many more will you need?' Children learn to solve simple calculations.

- The childminder has formed close relationships with parents, who provide positive feedback about the care and education he provides. For instance, parents say the transition from home to his setting is smooth and he is caring towards children. The childminder shares information with parents regularly to keep them informed about children's development. He and his co-childminder also implement seasonal photo shoots with children as a memorable keepsake for parents. For example, children sit among assorted pumpkins during the autumn season.
- Care practices are effective. The childminder is responsive to children's needs to ensure they are happy and content. He notices when children are hungry or tired and ensures they receive meals and naps promptly. Children also benefit from being outdoors, such as playing in the childminder's garden or taking trips to the local park, to support their overall well-being.
- The childminder encourages children to show an interest in books that link to themes they are learning about. He helps them to recall events that have happened in the story to expand their knowledge. The childminder encourages children to use the illustrations to help them understand what happens next, such as the caterpillar turning into a butterfly. Children develop their literacy skills well. After the story, the childminder supports children to decorate wooden butterflies using coloured pens to strengthen their finger and hand muscles in preparation for early writing.

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:

- help younger children to engage and sustain attention to further support their learning.

Setting details

Unique reference number	EY391161
Local authority	Devon
Inspection number	10398067
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	2 October 2019

Information about this early years setting

The childminder registered in 2009 and is located in Exmouth, Devon. He lives with his wife, who is also registered as a childminder at the same address. The childminder offers care Monday to Friday from 7am to 5.30pm, all year round. The childminder provides government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time with the childminder.
- The inspector carried out a joint observation with the childminder.
- The inspector read written statements from parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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