

Childminder report

Inspection date: 10 July 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 are very happy and have a positive attitude to learning. They explore with confidence and feel safe and secure. Children enjoy different learning experiences, both indoors and outdoors. For example, they pour and fill containers of water and use different materials to create a collage. They are engaged and interested.

Interactions between the childminder and children are warm and positive. The childminder is responsive to the needs and interests of the children. For example, she adapts the routine when children are hungry and redirects their attention if they become unsettled. The childminder skilfully supports children's learning through their chosen activities. For example, children learn about capacity through water play and identify colours as they use the play dough.

Children play indoors and outdoors and frequently visit places in their local area with the childminder. Children learn about the world around them. For example, they grow beans, celebrate Diwali and visit a local farm park. Children share stories and sing rhymes and songs at the local library and meet other children at a local playgroup. Children make good progress in all areas.

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

- The childminder builds the curriculum around children's interests and choices. She provides a range of opportunities to support their learning. For example, children learn about insects as they feed biscuits to a colony of ants. They solve problems as they fit pieces of a water play set together. Children are actively engaged, willing to learn and concentrate well. At times, children do not have the space they need to extend their learning and play further.
- The childminder knows the children well and identifies what they need to learn next. She provides activities to help them gain further skills. For example, she encourages children to share wheeled toys outside and to count strawberries at snack time.
- The childminder is responsive to young children's verbal and non-verbal cues. She models language and new vocabulary by constantly talking to children about what they are doing. For example, at snack time, the childminder explains that the strawberries are hollow in the middle and later that the toothbrush they use has bristles. Children experience a range of opportunities to hear and use language through the day. They confidently express themselves.
- The childminder supports children's independence. She encourages them to keep trying when they find something difficult. Children put on their shoes and coats and select activities and resources themselves. At snack time, they cut strawberries, peel bananas and open boxes for themselves. Children are very independent and show pride in their achievements.

- The childminder encourages children to share and take turns when, for example, pouring and filling buckets of water from the watering can and when using play dough tools. Children's behaviour is very good.
- Outside, children engage in physical play activities and learn related skills. For example, children develop stability as they negotiate the slope and use the balance track. They develop their coordination by using wheeled toys. Children have good fine motor skills. They develop hand-eye coordination and manipulative skills by using the play dough, tweezers and collage materials.
- The childminder supports children in their developing knowledge of mathematical concepts. For example, children learn about number, weight and capacity as they collect water and fill the water tray. She introduces the words heavy, light, full and empty.
- The childminder works in partnership with parents. She communicates regularly about children's learning and activities through daily conversations and a communication book. Parents report that they are very happy with the care and education the childminder provides.
- The childminder works closely with other settings children attend to support their emotional well-being and continued progress. Children are happy and settled.
- The childminder accesses relevant training and uses the knowledge and skills she gains to improve her practice. For example, she recently attended a reading course and now shares more non-fiction texts and poetry with children, giving them opportunities to explore different types of books.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out appropriate risk assessments and provides a safe environment in which children can learn. She has attended safeguarding training and can recognise signs that a child may be at risk of harm. She contacts relevant agencies if she has a concern. The childminder records any accidents or injuries and shares these with parents.

What does the setting need to do to improve?

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

- provide more space for children, to further extend their learning and ideas.

Setting details

Unique reference number	EY398968
Local authority	Devon
Inspection number	10300820
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 10
Total number of places	5
Number of children on roll	5
Date of previous inspection	5 February 2018

Information about this early years setting

The childminder registered in 2009. She operates Monday to Friday, from 7am to 7pm, throughout the year and provides emergency and overnight care as needed. The childminder holds a level 3 diploma in home-based childcare.

Information about this inspection

Inspector

Rebecca Hayday

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 provider and has taken that into account in their evaluation of the provider.
- The childminder talked to the inspector about their curriculum and children's learning and development.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Children communicated with the inspector during the inspection.
- The inspector read emails from parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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