

Childminder report

Inspection date: 23 April 2024

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 happy and settled. The childminder develops warm and nurturing relationships with all the children in her care. Babies babble contentedly and demonstrate great curiosity. They delight as they explore the feel of sand on their fingers and sprinkle it into a bucket. Older children concentrate as they play a fun guessing game with the childminder. They carefully describe the texture of objects and delight as they correctly guess the hidden object. Children are engaged and take an active part in their learning.

The childminder promotes a love of books. Older children delight in listening to interesting tales that develop their imagination. They giggle as the childminder excitedly reads a humorous story to them. The childminder regularly extends children's learning. She teaches them about rhyming words and encourages them to join in with familiar phrases. The childminder is committed to providing high-quality care for all.

Children learn to be more independent over time. Babies learn to feed themselves under the watchful eye of the childminder. Older children select their own activities and confidently look after their own personal hygiene needs. Children patiently wait and take turns when washing their hands. The childminder warmly praises children for persevering with new tasks. Children feel proud of their achievements.

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

- The childminder has a clear ethos for what and how she wants children to learn. She focuses her curriculum on the prime areas of learning, with a particular emphasis on personal, social and emotional development. She carefully plans activities around monthly themes and individual children's needs. The childminder is passionate about ensuring children are ready for the next stage in their learning, including being ready to start school.
- The childminder has a very good understanding of child development. She gathers information from parents and makes her own observations about children's starting points. She regularly assesses children's progress and carefully considers their next steps. However, she does not always contact the other settings children attend as promptly as she could in order to share or find out information about their development.
- The childminder supports children with special educational needs and/or disabilities (SEND) well. She has a great deal of experience in working with children with SEND and welcomes new ideas for supporting specific learning needs. For example, she has used the advice from a local speech therapist to develop her provision for supporting children with speech and language difficulties.

- The childminder encourages children to be physically active outdoors. Older children excitedly jump and climb on the garden play equipment. Babies relish the opportunity to practise rolling and crawling on the grass. However, babies have fewer opportunities to develop their physical skills indoors.
- The childminder has high expectations of children's behaviour. She encourages the children to be kind and considerate towards each other at all times. She supports them to manage their feelings positively and talks in an age-appropriate way about the effect their behaviour might have on others. Children develop a good sense of right and wrong and demonstrate this in their play.
- Children form secure attachments with the childminder. The childminder recognises the need to ensure that children new to the setting feel safe. Babies cuddle into her for comfort and reassurance when necessary. The childminder successfully promotes children's well-being.
- The childminder is reflective and takes seriously the improving of her knowledge. She engages well with other agencies to ensure her practice is up to date. For example, she recently worked alongside her local authority early years adviser to audit her provision. The childminder has exciting plans in place for developing the service she provides, such as creating a new sensory area for children.
- Partnerships with parents are effective. The childminder shares both verbal and detailed written feedback with parents on their child's day. Parents comment on how happy their children are and on how pleased they are with their children's progress.

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:

- provide more opportunities for babies who are beginning to move independently to develop their physical skills indoors
- strengthen links with other settings to ensure that information about children's development is shared promptly, especially for those children who are new to the setting.

Setting details

Unique reference number	EY401058
Local authority	Devon
Inspection number	10312419
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	30 April 2018

Information about this early years setting

The childminder registered in 2009 and lives near Plymouth, Devon. She offers care from Mondays to Thursdays, from 6.30am until 6.30pm, all year round. She holds a relevant level 3 qualification. The childminder receives funding for early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Leanne Edge

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several 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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