

Childminder report

Inspection date: 30 May 2022

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 settle quickly in the childminder's warm and welcoming home. They form affectionate attachments with the childminder and show that they are happy and content. For example, babies smile and look to the childminder for regular cuddles and reassurance. They are confident to explore the toys and activities on offer and enjoy exploring. The childminder interacts positively with children to promote their social skills. She regularly praises their efforts, which supports their self-esteem and independence well.

The childminder is experienced in childcare and gets to know children from the moment they start to attend. She knows what they are capable of and what she wants them to learn next. She uses children's interests to plan her curriculum so children enjoy learning during activities. The childminder follows children's familiar home routines. She manages their nap times sensitively and knows when they want to be active and engaged in play.

Parents are very positive about the care their children receive. They appreciate the childminder's valuable support and comment that 'she is more like a member of the family'. During the COVID-19 pandemic, the childminder continued to communicate with them and offer valuable home learning suggestions.

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

- The childminder supports children's communication and language skills effectively. For example, she responds with smiles when babies babble and makes different sounds when they play with toy animals. She skilfully waits for babies to respond with sounds and gestures so they begin to understand how to take turns in conversations. The childminder regularly reads stories and sings songs to teach children new vocabulary and promote a love of books.
- Children gain good physical skills. This is evident in the way babies show determination to move around and become increasingly more mobile. For example, the childminder skilfully encourages them to reach forward to make colourful balls roll around. They smile with delight as the balls move and they become motivated to increase their skills a little more each time they try.
- The childminder regularly evaluates the service she provides for parents and talks to them about their preferences and the needs of their individual children. She continues to develop her good practice, through carrying out research and training, for example. This helps the childminder to keep her knowledge and skills up to date and children benefit from fresh ideas and new approaches to their learning.
- The childminder supports children to be independent and to develop good social skills. For example, she encourages babies to help themselves to healthy finger

foods. They grow in confidence as they develop and strengthen the small muscles in their hands. The childminder is mindful of children's good health. Children benefit from visits to the local woods and parks to enjoy fresh air and physical activity, for example. The childminder takes them to local toddler groups. This helps them to socialise with others and they experience a wider range of activities.

- Children develop a strong sense of themselves and the world in which they live. For example, they have been taking part in activities to celebrate the Queen's Platinum Jubilee. However, children do not explore a wide variety of other cultures to help them to notice similarities and differences between themselves and others in the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility for children's health and safety. She supervises children diligently and ensures they play in a safe and secure environment. The childminder completes training to keep her safeguarding knowledge up to date. She knows the signs that might lead her to be concerned about a child's welfare. The childminder is clear about how to follow local child protection procedures to keep children safe from harm.

What does the setting need to do to improve?

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

- extend opportunities for children to explore other cultures and gain a deeper understanding of the wider world.

Setting details

Unique reference number	EY409124
Local authority	Plymouth
Inspection number	10235403
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 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 February 2017

Information about this early years setting

The childminder registered in 2010 and lives in Plymouth, Devon. She offers care every weekday from 7am until 6pm, all year round, except public holidays.

Information about this inspection

Inspector

Margaret Baird

Inspection activities

- This was the first routine inspection the provider 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 spoke to the inspector about their intentions for children's learning.
- The inspector observed the childminder interacting with children during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents in their written comments.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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