

Childminder report

Inspection date: 13 September 2019

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

The childminder has high expectations for children and is passionate in helping them to achieve their best. She plans activities around particular topics that will help to support children's next steps in learning. For example, bottles containing mesmerising objects and samples of different coloured materials help children to develop and explore all of their senses.

Children are happy and confident learners. They are keen to try new challenges independently. For instance, they persevere at trying to throw a ball over a small playhouse. Children demonstrate good resilience and are pleased with themselves when they succeed. Children's behaviour is good, and they have a positive attitude to learning. They enjoy playing alongside one another, with the childminder effectively developing their understanding of sharing and turn taking.

The childminder evaluates her provision well and frequently reviews areas she would like to improve. For example, she has recently introduced a 'creation station' where children have access to a good range of writing equipment to support early literacy skills. The childminder ensures children are safe when playing outside. She holds their hands as they walk down steep steps and monitors them closely, for instance when they run and climb.

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

- The childminder supports children's language skills effectively. She has creatively turned wooden spoons into interactive story and song resources and uses these to help teach children new words, rhythms and sounds.
- Children have good opportunities to experience a wide range of learning activities. Some children make patterns and marks in dough and attempt to use scissors to cut it into pieces. They experience different smells within the dough, such as fresh mint picked from the garden. However, the planning of some activities does not consistently meet all children's interests to help them stay motivated and engaged.
- Overall, the childminder has formed effective relationships with parents. She provides them with information about children's progress and activities children can do at home. For instance, children take home 'reading packs' and 'learning cards' to help support their development. Parents state the childminder is 'kind', 'patient' and 'fair', and they often contribute to the setting, such as providing old pots and pans for the mud kitchen. However, the childminder has not liaised with parents fully, about children's changing sleep routines, to help support their individual ages and stages of development further.
- Children learn how a healthy diet and exercise can benefit the body. The childminder teaches them how to grow vegetables, such as courgettes and

potatoes, and children enjoy growing 'cress caterpillars'. She takes them on frequent walks along the estuary, and they make boats from leaves they have found.

- The childminder attends to children's care needs and responds well when they are hungry, upset or in need of a cuddle. Children feel safe and secure within the setting and develop close attachments to the childminder.
- The childminder supports children in managing their feelings. She has painted different faces on pebbles to help them understand a range of emotions, such as happy, sad, worried and angry. Children can also arrange the pebbles to make their own face to express their mood and that of others.
- Partnerships with other professionals are effective. The childminder has good links with local nurseries, schools and other early years professionals. She shares valuable information with them about children's learning and general well-being to provide good consistency in their overall development.
- The childminder carries out her own professional development to benefit children's learning. For example, following research, she has created a rich environment with natural resources and recycled materials for children to explore and investigate. They use their imagination and creative skills confidently to make up their own ideas.
- Children have good experiences to learn about the world round them. The childminder ensures all children have the same opportunities to learn about nature, animals and people within the community to help build skills for their future success.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her house is safe for children. For instance, fire officers complete a safety check of the setting to ensure any risks are minimised. The childminder completes detailed assessments of any hazards, both within the setting and on outings, to help promote children's welfare. The childminder has attended child protection training. She has a good understanding of her role in protecting children from harm and knows the possible signs when a child may be at risk. The childminder has a clear safeguarding procedure with relevant agencies to contact should she need to report a concern about a child's welfare.

What does the setting need to do to improve?

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

- develop planning more precisely around children's interests to keep them engaged and motivated for longer
- build on partnerships with parents, with particular regard to reviewing sleep routines.

Setting details

Unique reference number	EY426785
Local authority	Devon
Inspection number	10062567
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	9 December 2015

Information about this early years setting

The childminder registered in 2011 and lives in East Charleton, near Kingsbridge, Devon. She offers care Monday to Thursday from 8am to 6pm, and on Fridays from 8am to 4pm, all year round. The childminder receives early education funding for children aged two, three and four years. She holds a level 3 qualification in childcare.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- The inspector spoke to the childminder and children throughout the day.
- Relevant documentation was looked at, such as safeguarding policies, training certificates and the childminder's suitability.
- The inspector completed a joint observation with the childminder to ascertain the quality of teaching and how she plans activities for children.
- There were opportunities to observe a range of activities, both inside the setting and outside.
- The inspector observed the interactions between the childminder and the children.

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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