

Childminder report

Inspection date: 23 April 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 form strong attachments with the caring childminder and each other. They are happy and very eager to explore the world around them. For example, as soon as they have had snack, they wriggle and smile in happy anticipation of playing and learning together.

The childminder's aim is to create a homely setting where children feel comfortable. She is calm and treats children with kindness. This helps children to cooperate well with each other as they play. They learn to help each other and share toys. The childminder is experienced in childcare and knows what individual children need to learn next. The broad and balanced curriculum she creates ensures children build on their skills successfully. Children become increasingly independent, gradually putting on their own boots and coats for going outside, for instance. They smile broadly as the childminder praises their efforts, and they gain good self-esteem.

Outdoor play and daily fresh air are important to the childminder. Children develop good physical skills as they use wheeled toys with increasing skill, shouting, 'vroom, vroom!' They benefit from watching tractors in the fields and learning about the different farm animals they see. The childminder encourages their curiosity and they gain a good understanding about the natural world.

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

- Parents speak very highly of the childminder and particularly appreciate the flexible and sensitive arrangements for settling children when they start to attend. They say that their children are doing well, particularly in their social development. The childminder keeps them well informed about children's achievements and has regular conversations about any support they need.
- Children gain good speech and language skills. Babies babble and smile as they play and make their needs known. The childminder continually interacts with them in a playful way, developing their vocabulary and smiling with encouragement as they try new sounds. Older children become confident communicators through their regular back-and-forth conversations with the childminder. She joins in their pretend play, such as pretending to make a cup of tea, making comments and suggestions to develop their thoughts and ideas.
- The childminder skilfully manages the needs of children of different ages and stages of development. For example, babies are fascinated as they splash around in water in the sunshine. The childminder gives them time and space to explore and encourages their curiosity. Older children become more accurate as they pour water using a variety of containers, gaining good physical skills. However, the childminder misses some chances to provide more challenge for

older children, for example by introducing more mathematical language to extend their learning further.

- Children follow good hygiene routines and quickly manage their own self-care. The childminder encourages them to lead healthy lifestyles. Children thoroughly enjoy trying nutritious, freshly prepared food as they sit together for sociable mealtimes.
- The childminder is very reflective of the valuable service she provides for children and families. She has a firm understanding of what she does well and the need for any potential improvements to give children the best possible experiences. The childminder monitors children's development and knows how to work with other professionals when necessary. She meets with other childminders to share good practice and attends training to develop her considerable skills further.
- Strong relationships with other settings children also attend promote a consistent approach to children's learning and development. The childminder works with local schools to ensure children move on to their future education confidently.

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:

- consider ways of providing older children with more challenge to deepen their understanding and extend their learning further.

Setting details

Unique reference number	EY426785
Local authority	Devon
Inspection number	10394580
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	8
Date of previous inspection	13 September 2019

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

Margaret Baird

Inspection activities

- 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.
- The inspector talked to children during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector looked at written comments from parents and took account of their views.

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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