

Childminder report

Inspection date: 1 December 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are very focused and happily play in this warm and inviting home-from-home setting. They snuggle gladly into the childminder when they need a cuddle. They feel safe and secure. Children make good progress, as the childminder ensures that each activity builds on what they know and can do. The childminder knows each child well. She ensures that activities follow children's interests. She uses this knowledge to plan activities that extend children's learning. For example, toddlers explore inset puzzles. They empty all the pieces out and then patiently fit them back in. The childminder counts the pieces up to three. She skilfully encourages the children to count with her.

Children behave well and are respectful to others. The childminder models kind behaviour and words. This helps children learn to manage their feelings well. The children know the routine well and develop good independence skills. For example, when it is time to go to the park, toddlers sit on the bottom step to try to put their boots on by themselves. The childminder patiently encourages them and assists by loosening the fastenings. The children are delighted when they succeed. They wait patiently for the childminder to take them out.

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

- Children develop good communication skills. The childminder expertly models new words and sentences. This helps younger children to expand their vocabulary. She uses stories to encourage children to develop a love of books. For example, toddlers carefully turn the pages of a book. The childminder reads the story skilfully, using her voice to keep them engaged.
- The childminder ensures children make good progress in all areas of learning. She sets out her home with activities to provide children with a wide choice. These cover all seven areas of learning. For example, in the playroom, children can explore musical instruments. They love shaking and banging each one and listening to the different sounds they make.
- The childminder offers children a choice of activities and asks what they want to do next. However, she does not always give children time to decide what they want to do. This means they cannot explore their ideas and test out what they know. For example, children are happily exploring puzzles. The childminder asks if they want to go to the park. She does not wait for their response. Children take her hand but keep looking back at their activity.
- Babies and toddlers have lovely care routines. These help them feel secure and confident. The childminder develops individual strategies to support each one. For example, when changing nappies, she sings rhymes and uses actions to distract the children. Children enjoy these moments and relish the rhymes. They join in as they get to know the rhymes and songs.

- The childminder helps children to learn about the importance of looking after their health. She takes them on daily trips to parks. The childminder encourages children to run about, climb and swing. They enjoy the fresh air. The childminder cooks home-made meals and snacks. She talks to the children about the importance of making healthy food choices. The childminder supports children with their care routines. For example, she ensures they brush their teeth after meals.
- Parents praise the childminder highly. They appreciate the communication that she provides. Parents value the flexibility she offers to support their family. Parents know what their child's next steps are. The childminder supports parents with their child's transition to their next setting.
- The childminder has developed good partnerships with the local pre-schools. She shares children's achievements and next steps with them to ensure children continue to make progress. The childminder is very reflective and wants the best for all children. She networks with other childminders and the local authority. They share ideas and support her to develop her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder robustly understands her duty to safeguard children. She keeps her knowledge up to date through regular training. She has secure knowledge of the different categories of abuse. She would be able to quickly identify any potential signs of harm. The childminder knows how and when to refer any potential concerns. She understands she must keep children safe from further harm. She continuously risk assesses her home and garden. She acts quickly to reduce any hazards. She helps children to understand how to manage risk. For example, she explains the hazards, such as keeping close to her as they cross the road.

What does the setting need to do to improve?

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

- allow children time to think and make independent choices when offering activities so they can test out their ideas and practise new skills.

Setting details

Unique reference number	EY432722
Local authority	Devon
Inspection number	10235582
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 12
Total number of places	6
Number of children on roll	11
Date of previous inspection	2 March 2017

Information about this early years setting

The childminder registered in 2011 and lives in Bideford in Devon. She is open Monday to Friday, all year. She offers flexible hours to meet the needs of families. She receives government funding for two-, three- and four-year-old children. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Sian Bath

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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