

Childminder report

Inspection date: 24 January 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 are happy and settled in the childminder's care. They feel safe and secure. They share warm and close relationships with the childminder. Children sit on her lap to share a story and enjoy discussing the events and images. The childminder models language effectively and supports children in their understanding of new vocabulary, such as the word 'boomerang'. The childminder has high expectations of the children, and they, generally, behave well. Children benefit highly from the positive interactions with the childminder. The childminder supports the younger children to develop their independence, for example, with toilet training. She helps to prepare the older children for school by teaching them to recognise their name and to develop their writing skills.

The childminder's curriculum focuses on a wide range of learning experiences. She knows the children well, plans for their individual needs effectively and supports their development in partnerships with parents, such as tracking their learning. Children make good progress in their development. The childminder finds out about individual children before they start with her, so she can cater for their individual needs and follow home routines.

The childminder has supported children and parents well during the COVID-19 pandemic. She has made adaptations to her practice to reduce the risk of infection. For instance, parents now wait outside when dropping and collecting their children, and the childminder provides single use towels for drying children's hands.

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

- The childminder has strong relationships with parents. They speak very positively of her and say that she is 'caring' and 'nurturing'. Parents describe the childminder as 'dedicated and passionate about the development of the children in her care'. Parents feel that she is 'easy to communicate with and accommodating of childcare needs'. Additionally, the childminder keeps parents informed about their child's learning via daily conversations and the sharing of photos via personalised online media platforms. They are invited to share their opinions and to make recommendations to further improve the setting.
- Children enjoying looking at books and listening to stories. The childminder engages children in high-quality interactions and involves them as she reads the story by often asking questions; for example, she says, 'Do you think there are more birds or more dinosaurs?'
- The childminder organises walks and outings to provide new and enjoyable experiences for the children. These include visits to the park, the woods and the soft-play areas to help them learn to be comfortable in unfamiliar places and to support their physical development.

- The childminder plans effectively for the children's next steps in learning based on their interests. For example, one child enjoys playing with dinosaurs and recalls their names, such as 'velociraptor' and 'brontosaurus'. The childminder also plans focused themes to support children's understanding of different cultures and festivals, including 'Australia Day' and 'Chinese New Year'.
- The childminder helps children to adopt a healthy lifestyle. For example, she implements a healthy eating snack policy, teaches children about which foods are healthy and helps them to learn about oral health through planned activities.
- The childminder supports children in learning about the difference between right and wrong. However, she does not further extend children's understanding of the impact of their actions on others to support their social skills.
- The childminder plans well overall for children's mathematical development. However, opportunities to further extend mathematical vocabulary are sometimes missed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and is clear about her role and responsibilities to safeguard children. She keeps her safeguarding knowledge up to date. The childminder knows the signs that indicate a child may be at risk of harm and knows how to report concerns about a child's welfare. The childminder carries out daily risk assessments and ensures that children are safe in all areas of her home and on outings.

What does the setting need to do to improve?

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

- help children to develop an understanding of the impact their behaviour has on others to support their social development
- maximise opportunities to support children's mathematical vocabulary to extend their development even more.

Setting details

Unique reference number	EY440785
Local authority	Devon
Inspection number	10217669
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	2 to 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	25 August 2016

Information about this early years setting

The childminder registered in 2012. She lives in Tiverton, Devon. The childminder provides care for 48 weeks a year from 8am to 5pm, Monday to Friday, including before and after school. The childminder holds a qualification in early years at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Leanne Galloway

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 her evaluation of the childminder.
- The inspector read feedback from parents to gain their views about the childminder.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector and the childminder observed children during activities and completed a discussion about children's learning and development.
- The childminder gave the inspector a tour of the premises. She talked about children's learning and progress, and how she delivers the curriculum.

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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