

Childminder report

Inspection date: 26 November 2024

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 feel safe and secure. They separate well from their parents and have fun learning with the childminder. They show good levels of well-being and develop positive relationships with the childminder, who knows them well.

Children do activities that interest and motivate them to explore and be curious. The childminder creates a curriculum that builds on what children know and can do. Children make connections in their learning between visits they have been on and the activities they are doing. For example, when playing with play dough, the childminder models how to make a snail, and the children copy. They talk about their trip to the beach and how they saw a snail shell there. Children learn new words as the childminder explains how the shell swirls around. They make swirls with the dough and copy this language. The children then describe how the dough feels using words such as 'squishy' and 'soft'.

Children delight in posing for photographs that show what they have achieved and can do. These are shared with parents, who work with the childminder to ensure consistency and continuity in the children's learning. Children are well prepared for their transitions to school and make good progress in all aspects of their learning.

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

- Children are independent. They are able to organise what they need and tidy away with limited support. They are starting to learn about how to keep themselves safe. For example, the childminder encourages them to wash their hands when they have touched something outside. They learn to hold hands when walking along the road to keep safe.
- Children concentrate and make good progress in their personal, social and emotional development. They are able to take turns and share utensils, supported by the childminder, who models sharing and turn-taking language.
- Children use their senses to think about the noises and smells around them. They make connections to earlier learning as the childminder carefully plans and teaches a curriculum that enables links to be made. For example, during play-dough modelling, they talk about the cinnamon and ginger smell of the dough and connect this to making gingerbread men at home. The childminder reminds children of the story.
- Parents work closely with the childminder to support their children's learning and are informed of progress, enabling continuity for the children. They comment on how their children are safe and well cared for. Parents comment on the learning from the wide and varied activities their children access and the progress they are making.
- Children go on regular trips with the childminder. They visit places such as the

local parks, the vet, the police station and soft play. Children learn about the wider world through these experiences. For example, they learn about people in different jobs. They like to dress up in different uniforms, talk about what they know and act out their experiences.

- The childminder is skilled in supporting children's language development. She ensures that there are plenty of opportunities to have conversations with each child. She repeats and extends their language and, as a result, the children have made good progress in this area. The childminder does not always extend opportunities for children to learn rhymes, songs, and enjoy stories to increase their vocabulary and language skills even further.
- Children behave well as the childminder has clear boundaries and routines. The childminder praises children and explains why. She supports children to be kind and thoughtful of their friends. She teaches children what to do if their play does not go as they want and gives them ideas to try again. This reduces their frustration and enables them to overcome barriers positively.
- The childminder understands the importance of reflecting on her practice to identify and address areas for development to help continually improve her service.
- The childminder ensures that children have fun and learn through a wide range of play activities in the home and local community. She has a good understanding of how to keep children safe. Children thrive in her care and learn to be kind and respectful.

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:

- extend opportunities for rhymes, songs and stories to increase children's vocabulary and language skills even further.

Setting details

Unique reference number	EY467555
Local authority	Devon
Inspection number	10364078
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 3
Total number of places	3
Number of children on roll	7
Date of previous inspection	23 January 2019

Information about this early years setting

The childminder registered in 2013 and lives in the village of Cheriton Bishop on the outskirts of Exeter. She offers care to children from 9am to 3pm, Tuesday to Friday, all year round.

Information about this inspection

Inspector
Dilys Vincent

Inspection activities

- The inspector observed the children while they played and interacted with the childminder, as well as during a planned activity.
- The inspector discussed the quality of teaching and learning during a planned activity.
- The inspector spoke with the children during the inspection and took account of parents' written feedback.
- The inspector held discussions with the childminder about the children, and her procedures and practice.
- The inspector sampled a range of documents, including suitability checks, training certificates and children's learning records.

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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