

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

The childminder creates a calm, nurturing environment for children. Children settle quickly and follow the well-established routines with ease. The childminder explains to children what is happening next and gives them plenty of time to process this information. This helps children to feel safe and secure. Children behave well. For example, they say 'please' and 'thank you' without being prompted. They share and take turns with resources and tidy away when asked to do so. When minor disagreements occur, the childminder manages this well, reminding children to use 'kind hands'. Children build strong bonds with the childminder and friendships with other children who attend the setting.

The childminder ensures that children receive plenty of fresh air and exercise. For example, they run and explore in the garden and enjoy trips to local parks to develop their physical skills. Children are keen to learn and access resources independently, according to their interests. The childminder knows children well and quickly identifies any gaps in their development. She works closely with parents and external professionals to ensure children get the support they need to make good progress in their learning. Children are well prepared for the next steps in their education, including school.

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

- The childminder plans a curriculum that focuses on promoting children's personal, social, and emotional development. She organises one-to-one activities to help children to reach the next steps in their learning. However, during times where children choose their own play, she does not always interact with children in a way that extends their learning further.
- Children are excited to join in with activities that the childminder organises and focus for long periods of time. For example, they pay close attention as they use toothbrushes to 'clean' toy animals, developing their fine motor skills.
- Children listen closely as the childminder reads stories. They join in with the parts of the stories they know and show a keen interest in books. The childminder praises children well for their contributions, encouraging them to share their thoughts and ideas.
- The childminder teaches children about the world around them. They enjoy trips to parks and open spaces within the local community and further afield. For example, children enjoy visits to the local zoo, where they learn about animals and their habitats.
- The childminder supports children to learn to move confidently in a variety of ways. For example, children actively join in with dance and movement activities, developing their creative expression and gross motor skills.
- Children learn about shape and number through play. For example, the

childminder encourages children to consider the characteristics of different shapes, such as the number of sides. This helps to develop early mathematics skills to prepare them for later learning in school.

- The childminder encourages children to be independent in their self-care. For example, they use the toilet independently. Children learn about the importance of washing their hands to help prevent the spread of infection.
- The childminder identifies key strengths of the setting. However, she does not critically reflect on what could be done to develop her own practice or that of her assistants further. This means that professional development is not focussed on making improvements to their knowledge and skills to promote children's learning to the highest level.
- Children enjoy plenty of opportunities to develop their language and communication skills through songs and rhymes. Older children demonstrate they know the words and actions to songs they sing frequently and join in enthusiastically.
- Parents report that they value the childminder's excellent communication with them. They feel well supported by the childminder regarding their children's key developmental milestones, such as potty training. They access their children's information via an online app and state that the childminder is 'kind' and 'caring'.

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:

- focus interactions with children more precisely on curriculum intentions to promote children's progress towards their next steps in learning
- develop the use of evaluation to critically reflect on the provision and identify areas that can be enhanced through professional development to provide even greater support for children's development.

Setting details

Unique reference number	EY473477
Local authority	Torbay
Inspection number	10392079
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	1 August 2019

Information about this early years setting

The childminder registered in 2014 and lives in Paignton, Devon. She operates all year round from 8am to 4.30pm, Monday to Friday. The childminder holds a childcare qualification at level 2 and works with an assistant. She offers government funded childcare places.

Information about this inspection

Inspector

Lisa Large

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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 inspector observed the interactions between the childminder, her assistant, and children.
- Children communicated with the inspector during the inspection.
- The inspector reviewed written feedback from several parents during the inspection and took account of their views.
- 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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