

# Childminder report

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Inspection date:

6 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision is good

The childminder expects all children to be courteous and to look after one another. She encourages children to use good manners at all times and to be respectful to others and the environment. Children are kind and caring. Older children cuddle and kiss younger ones affectionately, displaying a warm and friendly nature. Positive attachments to the childminder and each other help children to feel emotionally safe and secure. Overall, children behave well. They have a positive attitude to learning and persevere at new skills. For instance, the childminder excitedly encourages children to pick up pom-poms using tweezers. Children persist for long periods of time to achieve this, and take great pride in themselves when they accomplish their goal. This helps children to develop resilience. The childminder is fascinated by how children's brains develop and has attended training to support her understanding further. For example, she encourages children to use both hands during activities, such as when using the shape sorter, to support their cognitive skills even more. All children enjoy listening to stories read by the childminder. They snuggle together and enjoy making animal sounds and pointing to the illustrated creatures within the book.

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

- Children have a good understanding of language and demonstrate confident communication skills. Younger children follow simple instructions and use sounds and gestures to make their meaning clear to others. Older children use sentences and learn new vocabulary. For example, when playing with dough, they use words such as 'squish' and 'flatten' to explain their actions. The childminder is enthusiastic in supporting children's language development. However, sometimes, she answers her own questions before giving children time to respond and develop their thinking skills further.
- The childminder reflects well on her practice. She provides parents with opportunities to share their views of the provision, such as by sending out 'comments forms', to help her to identify any areas for future improvement. The childminder is developing her assessment system further to provide parents with even more information about children's progress.
- Older children develop key skills to help them learn how to share and take turns, although these strategies are not fully effective in supporting younger children.
- The childminder plans a good range of activities that reflect children's interests and individual needs. For example, she takes children on outings to various places within the community either by car, bus, train or on foot. They visit local parks, and take trips to the zoo and aquatic centres to increase their understanding of the world. They attend toddler groups to help develop their confidence and social skills.
- Parents speak highly of the childminder and how well she supports children's

interests and learning. They report that their children are more confident to try new foods, and recognise the benefits of daily exercise and a healthy diet. For instance, children take great delight in ordering fruit milkshakes when at the cafe.

- Children learn how to use technology to achieve an outcome. For instance, they speak to electronic devices to request their favourite nursery rhymes and songs are played. Older children dance to music and use accompanying instruments to explore rhythm. Younger children imitate actions such as clapping, pointing and waving, which helps to develop their creative skills well.
- The childminder attends to children's care needs effectively. She is quick to recognise when children may be hungry, tired or in need of medication or a cuddle, and responds well to their individual requirements.
- Partnerships with other professionals are effective. The childminder communicates well with early years settings and local schools. Where children attend two settings, the childminder ensures she shares valuable information about children's development to help establish continuity in their learning.
- Children enjoy experimenting with different materials. Older children add water to dry pasta and investigate how it changes over time. Younger children explore the texture of dough and enjoy squeezing and manipulating it to help strengthen their small-muscle skills in preparation for early writing.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help, and knows the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to take should there be an allegation. The premises are secure and the childminder carries out daily checks of the indoor and outdoor environments to ensure they remain safe for children to use.

## What does the setting need to do to improve?

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

- develop strategies to help younger children understand how to share and take turns.
- allow children enough time to think and respond to questions during play and discussions.

## Setting details

<b>Unique reference number</b>	104558
<b>Local authority</b>	Devon
<b>Inspection number</b>	10062582
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	20 April 2016

## Information about this early years setting

The childminder registered in 1992 and lives in Newton Abbot, Devon. She operates all year round from 7.30am to 6pm, Tuesday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Steward

### Inspection activities

- The inspector completed a joint observation with the childminder.
- The inspector reflected on the written statements given by parents, and the views of older children, about the childminder's provision.
- The inspector observed the interactions between the childminder and the children.
- A range of documentation was looked at, including safeguarding policies, training certificates and children's learning journeys.
- The inspector spoke to the childminder about the activities she plans and how they benefit children's development.

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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