

Childminder report

Inspection date: 14 October 2019

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 believes every child should be happy and healthy. She provides children with good opportunities to be physically active and they enjoy visiting places of interest together, such as the zoo. Children actively seek and find animals on their 'checklist' and successfully record this when they have found them. They develop a strong understanding of the world around them, learning about different animals and their habitats. In addition, the childminder helps children to learn about the body and talks to them about how their hearts beat faster during exercise.

Children enjoy their time with the childminder. She listens to them attentively and responds in a warm and gentle manner. She is passionate about helping children to experience success and develop their own ideas. For example, children are keen for adults to join in their play, such as involving them in the retelling of their favourite fairy tales.

The childminder ensures children are safe, such as keeping the premises secure at all times and accompanying them up the stairs. Children behave well towards adults and each other and are respectful and courteous. Children say 'excuse me' when they wish to pass each other and independently use a sand timer to support sharing when engaged in activities.

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

- The childminder supports children's communication well. She teaches them sign language following a course she attended and children use this effectively, such as during songs and rhymes. They build up good vocabulary and talk about events that are important to them. For instance, children talk about how the cinema is dark and quiet and about their favourite characters in the film.
- The childminder provides opportunities to teach children literacy and mathematics. Children learn to count, recognise numbers and understand quantities. She helps them to learn letter sounds and encourages them to think of words beginning with initial letters. For instance, children choose words beginning with 'c', such as 'cow' and 'crocodile'. However, at times, children have to wait for long periods before their turn, meaning they lose concentration. Activities sometimes lack challenge for the most able children and do not consistently help children build on their capabilities.
- Partnerships with parents are effective. Parents attend 'progress evenings' where the childminder discusses children's development and how to help them achieve their next steps in learning at home. Parents state the childminder is 'invaluable' and her care is 'exemplary'.
- The childminder is keen to maintain a high-quality provision and reflects well on

her practice. She plans to attend further professional development courses to enhance her knowledge around children with special educational needs and/or disabilities (SEND). The childminder is also going to refresh her knowledge around food hygiene, to enable her to provide nutritious cooked meals for children.

- Children are confident and develop good resilience with encouragement and support from the childminder. Children persevere when using a hammer to knock wooden cylinders through holes and when placing numbers in the correct order around the toy clock.
- The childminder encourages children to be independent. Children enjoy the responsibility of carrying out small tasks, such as setting the table for snack and lunch. They are eager to please, helping to tidy toys, and receive praise from the childminder to boost their self-esteem further.
- There are good links with local pre-schools and schools. The childminder liaises effectively with other settings children attend, to help provide consistency in their overall development.
- The childminder plans activities to ensure all children receive the same opportunities and experiences to help build on their future success. They visit the library together and enjoy choosing and taking home books that are of interest to them. Children learn new songs from around the world, skilfully increasing their understanding of other cultures and traditions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of how to keep children safe from harm, including from extreme views and behaviours. She monitors children's accident and absence patterns closely to ensure their welfare and has detailed procedures she can refer to if she has a concern about a child's safety. The childminder helps children to develop a good awareness of risks. For instance, she gently reminds them of minor hazards within the environment, such as toys on the floor, and encourages them to sit at the table when eating to prevent choking.

What does the setting need to do to improve?

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

- extend activities even further for the most able children to build on what they already know and can do, particularly in mathematics and literacy
- develop effective strategies to help all children maintain attention during activities led by adults, to keep them focused as they wait for their turn.

Setting details

Unique reference number	EY347420
Local authority	Torbay
Inspection number	10072146
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	7 December 2015

Information about this early years setting

The childminder registered in 2007 and lives in Paignton, Devon. She offers care Monday to Friday from 8am to 6pm, term time only and operates from two premises. The childminder holds a level 3 qualification in childcare.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- Documentation was looked at, such as the childminder's suitability, training certificates and children's learning journals.
- The inspector held a joint observation with the childminder to discuss the quality of teaching.
- The childminder spoke to the childminder and children at appropriate times during the day.
- The inspector read letters written by parents about how they view the quality of care and education provided by the childminder.
- A variety of activities were observed and the inspector discussed with the childminder the reasons why these were planned for children.

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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