

# Childminder report

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Inspection date: 12 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 provides a warm, welcoming and homely environment. Children appear safe and happy. They have formed a close relationship with the childminder and each other. Children are confident and play independently together, sharing toys and resources. The childminder has high expectations for behaviour, and children respond well. For example, when asked to tidy up for snack, children respond to instructions and put resources away where they belong. The childminder takes children on regular outings to the park and visits local childminders so that children have opportunities to socialise with a larger group of children.

The childminder plans a wide range of exciting experiences that follow the children's interests. Children are making good progress and develop the skills they need for their next stage in learning. The childminder promotes children's early mathematics and literacy skills appropriate to their stage of development. For example, she extends the knowledge children have gained during an earlier activity about shapes by reading a story about shapes. Children join in by pointing to the shapes and successfully name them. Children enjoy listening to stories, and they respond with excitement. The childminder asks children questions and encourages them to take part.

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

- Children develop well in a stimulating environment which is carefully planned to support their learning. The childminder observes children to assess their development and incorporates their interests and next steps into planned activities. Children are motivated to learn and engage in activities for long periods.
- The childminder interacts extremely well with the children. She is affectionate and gentle in her approach. She engages in conversation during play and asks open-ended questions, promoting communication skills.
- Children's behaviour is good. The childminder has a consistent approach to managing behaviour. She offers praise and encouragement during activities and when children follow instructions.
- The childminder encourages self-confidence and independence by providing opportunities for children to complete age-appropriate tasks for themselves. For instance, at snack time, children learn to peel satsumas and to use a knife safely to cut up their banana.
- The childminder has a good knowledge of children's learning and development. She knows the children well and understands what she needs to do to help them move on to the next stage of learning. For example, she incorporates early mathematics by introducing shapes, numbers and colours into her planned

activities. She interacts well with the children, clearly emphasising key words to help enhance their understanding and speaking skills.

- The childminder understands the importance of promoting healthy eating. She provides information to parents about a healthy balanced diet and active movement. For example, she engages in conversation about healthy food choices at mealtimes, which supports children's understanding and awareness of healthy eating.
- The childminder develops effective relationships with other professionals. For example, she discusses her practice with other childminders and makes good use of local networking groups and training to support her continuous professional development.
- Overall, the childminder has developed good partnerships with parents. Parents are complimentary about the childminder's service. They report that their children are making good progress in her care. The childminder shares a daily communication diary with parents. However, she does not offer parents ideas or suggestions to extend their children's learning and development at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding knowledge is current. For example, she completes training and accesses local network meetings. She has a clear safeguarding procedure and knows the local referral procedures to follow if she is concerned about a child's welfare. The childminder completes effective risk assessments and supervises children well. This helps to keep children safe.

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

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

- consider ways to enhance partnerships with parents to support children's home learning even further.

## Setting details

<b>Unique reference number</b>	104742
<b>Local authority</b>	Devon
<b>Inspection number</b>	10106171
<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>	2 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	5 March 2015

## Information about this early years setting

The childminder registered in 1992. She lives in Bideford in North Devon with her husband.

## Information about this inspection

### Inspector

Corinna Laing

### Inspection activities

- The inspector looked at all the areas of the home used for childminding.
- The inspector discussed the quality of teaching with the childminder through a joint observation.
- The inspector sampled a variety of documentation such as first-aid certificates, risk assessments and policies and procedures, and checked evidence of the childminder's suitability.
- Children's learning and development records were sampled, and the inspector tracked the progress of two children present at the time of inspection.
- The inspector took account of parents' views through comments written in children's learning journals.

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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