

Childminder report

Inspection date:

20 November 2019

Overall effectiveness	Good
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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 aims to provide children with a home-from-home setting that works consistently alongside parents' requests. She ensures her routines match with children's home life to help them feel settled. For instance, following training she is aware of the importance of children going to sleep and waking in the same environment to ensure they feel secure, promoting their emotional well-being effectively.

The childminder is skilled at helping children to take turns. She has a calm approach and clearly explains to children how to share using age-appropriate language. Consequently, children behave well and respond attentively. Children enjoy their time with the childminder and she helps them to feel safe. She provides them with reassurance and a range of activities that meet their interests. They demonstrate a positive attitude to learning and make good progress in their development. Children have good levels of self-esteem. The childminder provides encouragement and support as children try hard to thread wooden animals onto laces. They persevere until they succeed and demonstrate pride in their achievements.

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

- The childminder supports children's imagination well. She engages in pretend play with the children, where they enjoy 'baking cakes' and making 'cups of tea'. Children play alongside each other cooperatively.
- Parents speak positively of the childminder. They write positive comments about the good-quality care and education she provides. The childminder keeps them informed of their children's progress through a range of ways, including daily diaries, messaging services and verbal feedback. Children borrow books to share at home, supporting their early reading skills. A good two-way flow of information between home and the setting provides consistency in children's development.
- Children demonstrate good fine motor skills. For instance, they use tweezers effectively to pick up toy dinosaurs. The childminder teaches children to recognise the colours and encourages them to place dinosaurs on the correct-coloured plates to support matching. She helps children to count them out up to five. However, sometimes she misses occasions to help them count, such as through everyday indoor routines, to extend their mathematical skills even further.
- The childminder supports children's independence well. Children use safety knives to cut their fruit at snack time, and put their shoes away in the basket after outdoor play. Children attempt to put on their own socks and shoes and are confident in washing their hands.

- The childminder is a positive role model. She uses good language skills to teach children how to pronounce letter sounds and repeat simple sentences to help children follow instructions. At times, in her enthusiasm, the childminder does not always encourage children to solve problems themselves to support their thinking skills further.
- Care practices are good. The childminder ensures tissues are always available for children to wipe their noses and frequent handwashing procedures help to prevent the spread of infection. Children have a quiet place to rest and take naps in the secure travel cot.
- Children have good opportunities to visit places within the community with the childminder and to explore new areas of interest. Children visit the zoo to gain a better understanding of different animals and their habitats. They attend activities at the library and enjoy participating in rhyming songs to develop their creativity. The childminder uses these opportunities to ensure all children gain the same experiences for their future success.
- Partnerships with other professionals are good. The childminder meets regularly with other childminders in the area to share ideas. Children also get to socialise with children of their own age to support their confidence and to form close friendships.
- Children benefit from a cosy and stimulating play environment. The childminder considers which activities will engage children and keep them motivated. Children explore sensory bottles filled with various materials, such as sequins and miniature toy spiders. They watch closely as the objects move slowly up and down the bottle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures children are safe. She uses magnetic locks on her cupboards to ensure children cannot access any hazardous materials. The childminder keeps entrance doors secure and she places the keys out of reach of children to protect their welfare. The childminder helps children to develop an understanding of risk. For instance, she teaches children how to climb safely up and down a steep step to the bathroom. The childminder has attended child protection training and has an extensive understanding of wider safeguarding issues. She is alert to when a child may be at risk of harm and the relevant organisations to contact to protect children's welfare.

What does the setting need to do to improve?

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

- provide even more opportunities for children to develop their counting skills further

- encourage children to problem-solve to aid and extend their thinking skills.

Setting details

Unique reference number	104425
Local authority	Devon
Inspection number	10062579
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 June 2016

Information about this early years setting

The childminder registered in 2000 and lives in Newton Abbott, Devon. She operates Monday to Friday from 7.30am to 6pm, all year round. She provides free early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed an adult-led activity and what the children had learned from it.
- The inspector looked at the childminder's training certificates and her self-evaluation process.
- The inspector read written letters from parents to seek their views of the childminder's provision.
- The inspector talked to children and discussed leadership aspects with the childminder.

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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