

# Childminder report

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Inspection date:

22 November 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 aims to offer flexible childcare for parents and to provide children with a good range of experiences. She ensures parents receive regular information about their children's progress and daily activities. The childminder takes children to meet up with family members, for example in the park, to share experiences. The childminder has high expectations for children's behaviour. She has set rules and boundaries that children follow well. For instance, children sit down at the table when eating and learn to keep safe when in the kitchen. This helps to ensure their welfare. Children are happy and enjoy accessing a range of resources. They use technology to explore and understand about the world around them and the animals that live there. Children visit places within the community, including soft-play areas, toddler groups and places of interest. The childminder and children have formed close attachments, which provides children with emotional security. Children are confident to communicate their wants and needs, such as when they require help to peel their orange. The childminder encourages children to persevere with this until they achieve it successfully.

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

- The childminder supports children's communication skills well. She reinforces what children have said by repeating their words and encouraging them to form sentences. She is a good role model and uses an effective range of vocabulary to keep children engaged.
- Children enjoy exploring mathematical activities, and the childminder helps them to learn about different shapes, such as 'circle', 'rectangle' and 'triangle'. At times, the childminder misses opportunities to extend these skills, such as helping children to compare quantities and count in sequence to support their next steps in learning.
- The childminder attends training to improve her professional knowledge and to benefit children. For instance, children use age-appropriate books to help them manage their feelings and behaviour. They understand about using 'gentle hands' around others, which supports their personal, social and emotional development effectively.
- Children benefit from good care practices. The childminder ensures children have clean noses and that handwashing procedures are embedded to prevent any spread of infection. She ensures children eat healthy snacks and have physical activity outdoors, although there are fewer opportunities for children to be active inside to extend their movement skills further.
- The childminder has formed positive relationships with other professionals within the area. She has set up regular 'network meetings' where all those involved share their views and thoughts around relevant childcare topics to benefit their own practice.

- Children are motivated and demonstrate a positive attitude to learning. They are keen to explore new resources and investigate different textures. They enjoy using tools and materials to create a 'paper plate face'. The childminder teaches children about different colours and encourages them to describe how materials feel, such as 'bumpy' and 'smooth', to support their creativity.
- The childminder reflects well on her provision to ensure children have the same experiences. She has ensured a cosy and comfortable space where children can snuggle up and read stories together to support their early reading skills.
- Children enjoy matching games. They match black and white spots to the 'Dalmatian' dog and talk about how the 'rabbit' is fluffy. The childminder helps children to make links to their current experiences through these games. For example, when children pick up the 'lollipop' card, she connects it to their understanding of the 'lollipop person' as the adult who helps them to cross the road safely on their way to school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures children's safety. She has changed the way families enter and leave the setting so she can be within sight of children at all times. The childminder talks to children about making 'safe choices' and ensuring they have the confidence to say 'no' if they feel their welfare may be at risk. The childminder understands her role in protecting children from harm and is alert to the possible signs and symptoms of when a child's safety may be compromised. She can identify who to contact if she has any concerns and is vigilant in doing so.

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

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

- provide opportunities for children to compare quantities and count regularly to support their mathematical development
- help children to stay active, particularly indoors, to support their physical development even further.

## Setting details

<b>Unique reference number</b>	EY231301
<b>Local authority</b>	Devon
<b>Inspection number</b>	10073090
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	29 June 2016

## Information about this early years setting

The childminder registered in 2002 and lives in Kingsteignton, Devon. She operates all year round from 7.30am to 6pm, Monday to Friday.

## Information about this inspection

### Inspector

Joanne Steward

### Inspection activities

- The inspector spoke to the childminder about the focus of the educational activities available for children.
- A joint observation was held with the childminder to ascertain the quality of teaching.
- A range of documentation was looked at, including children's daily diaries, the childminder's self-evaluation process and her paediatric first-aid certificate.
- The inspector spoke to children and observed the childminder's interactions with them.
- Written letters from parents were taken account of to obtain their views about the childminder's provision.

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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