

Childminder report

Inspection date: 28 January 2020

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| 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

Children enjoy the time they spend with the childminder, who provides a warm, caring and safe environment. The childminder provides a range of toys and resources for children and makes good use of accessible storage. As a result, children explore their interests with confidence and independence as they self-select their favourite toys. Children are motivated and eager to engage in their chosen activities. For example, children enjoy playing with a range of musical instruments. They invite the childminder into their play, demonstrating good manners as they say 'please' and 'thank you'.

Children make good progress in their learning and development. The childminder continually talks to the children. She describes what they are doing and introduces new words to help increase their vocabulary. This supports children's communication and language skills well. For example, the childminder skilfully repeats the new words that children learn to say, such as 'castanet' and 'maraca'. Children are happy, settled and keen to learn. The childminder is sensitive to children's needs, which fosters their security and emotional well-being. For example, the children enjoy playing fun games with the childminder, taking turns and counting objects such as toy cars, and giggling with delight as they 'high five' each other to acknowledge their achievements.

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

- The childminder's teaching motivates children to remain involved, focused and engaged in all activities. For example, she counts with children as they play with small figurines of their favourite characters. The childminder skilfully supports children to develop their thinking skills. For example, she asks questions to help extend their learning as they count confidently to five and beyond. This helps children to make good progress towards the early learning goals and develop secure understanding of mathematical concepts.
- The childminder quickly establishes children's starting points. She plans activities across each of the seven areas of learning that help children to build their knowledge and understanding over time. For instance, she develops children's interests in music and interactive story books. The childminder has methods in place to track children's progress. However, she does not make effective use of assessments to plan children's next steps more precisely, helping them make even greater progress.
- Children demonstrate positive behaviour and enthusiastically sing along to familiar songs. The childminder makes good use of technology resources to help children interact with music, such as using electronic devices to play their favourite songs. The children delight as they tap along using instruments such as triangles and drumsticks, demonstrating that they feel confident and secure

in the childminder's home.

- Parents are complimentary about the childminder. They comment that she has a lovely manner with children and is kind, calm and patient. They say that their children are happy and well behaved and know what is expected of them. Parents are impressed by the variety of toys that the childminder provides, and they appreciate the healthy snacks and drinks offered and support the childminder's approach to health and well-being.
- The childminder teaches children to become increasingly independent and manage their personal care needs well. For example, she reminds children to put their hands over their mouths when they cough and helps them to wipe their runny noses. Children know to wash their hands, demonstrating good hygiene practice and helping to minimising cross infection.
- Children benefit from good opportunities to be physically active. They have access to a range of challenging outdoor play equipment and enjoy playing with interactive toys, such as musical play mats indoors, to test their balance and coordination.
- The childminder makes effective use of tools to help her evaluate her practice and the learning environment. For instance, she evaluates equipment and resources, to ensure that they are safe and suitable for use. The childminder engages with other professionals and has established a good rapport with parents. Methods used to evaluate her provision help her to identify her training needs and ensure her knowledge and skills remain current.

Safeguarding

The arrangements for safeguarding are effective.

The childminder refreshes her knowledge of safeguarding regularly. This helps her to keep up to date with any changes. For example, she completes online training regarding safeguarding and wider child protection issues. The childminder is clear of her responsibility to keep children safe. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She knows what to do if she has any concerns. The childminder makes good use of risk assessment to help keep children safe. For example, she practises emergency procedures and uses stairgates to help minimise risks.

What does the setting need to do to improve?

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

- make the most of assessments to help ensure children's next steps are precisely identified in a timely manner and help children make even better progress in their learning and development.

Setting details

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| Unique reference number | 104728 |
| Local authority | Devon |
| Inspection number | 10062510 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 2 to 9 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Date of previous inspection | 14 July 2015 |

Information about this early years setting

The childminder has been registered since 2001. She lives in Chivenor, between Braunton and Barnstaple. The childminder cares for children all year round.

Information about this inspection

Inspector

Carly Ellicott

Inspection activities

- The inspector took account of the views of parents through written testimonials.
- The inspector checked the suitability documentation for the childminder, along with first-aid and training certificates.
- The inspector carried out a joint observation with the childminder to assess the quality of teaching.
- The inspector tracked children's progress, and sampled learning and development records.
- The inspector viewed areas of the setting used for childminding, inside and outdoors.

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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