

# Childminder report

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Inspection date: 11 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

The childminder strives to ensure children achieve their best, with her motto being 'small steps, big changes'. She provides children with plenty of stimulating experiences to help them succeed in all that they do. Children enjoy playing with ice. They learn that it feels 'cold' and 'slippery'. Children experiment with paint. They squeeze it between their fingers and make handprints on long sheets of paper. Children enjoy pushing toy cars through paint. They show curiosity, watching how the car wheels make effective marks and patterns.

Children's behaviour is excellent. They listen attentively to the childminder. They meticulously follow the rules and boundaries of the provision, demonstrating high levels of respect. Children play exceptionally well together. They take turns with the cars, pushing them down the road ramp. Children wait patiently for each other to finish their go. They have a highly positive attitude to learning and persevere in all that they do. For instance, they work out how to use a soap dispenser and repeatedly press down on it to expel the contents. The childminder is an excellent role model. She provides a warm, nurturing relationship and children feel happy and safe.

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

- The childminder has a strong focus on supporting children's language skills. She uses excellent communication to help children imitate words and sounds. Children enjoy repeating what the childminder says, saying single words and joining two words together. They point and say 'up' when watching the clouds float past in the sky. Children understand the concept of 'down' as they watch a ball roll down the slide. They make good progress in their language development in preparation for their next stage of learning.
- Partnerships with parents are highly effective. The childminder keeps them informed about their children's progress and of their well-being throughout the day. She provides parents with important information on healthy eating and child-sized meal portions. This helps to benefit children's physical well-being. The childminder provides children with plenty of outdoor opportunities. They engage in country walks, visits to the beach and take part in treasure hunts. Parents state the childminder is 'incredible' and acknowledge the 'wonderful play opportunities based on children's interests'. They comment on how her provision 'mimics the home environment and follows the same principles'.
- The childminder is keen to improve her already strong practice. She plans to develop the garden area with a water wall, labelled with signs and symbols to enhance children's early literacy skills. The childminder attends frequent training. She has made some positive developments in her planning system. For instance, overall, she extends children's interests to build on their existing knowledge.

This encourages children to remain engaged and evolve in their learning. Occasionally, the childminder misses opportunities to enable children to develop these interests outside to support their creativity even more.

- Effective care practices are in place. The childminder provides plenty of opportunities for children to wash their hands, such as when playing with soapy water and before meals. Children learn how germs make them 'poorly' and each of them has their own designated hand towel to prevent any cross infection. The childminder recognises when children may be hungry or tired and comforts them immediately. She helps children to recognise their own feelings and provides them with plenty of affection. The childminder supports children's emotional well-being exceptionally well.
- The childminder has formed positive relationships with the local school. She has effective systems in place to help support children's move to school. For example, she uses stories to explain social situations to children. This helps them to understand what to expect throughout the day.
- Children are highly confident and independent. They are keen to explore and investigate. For instance, they enjoy playing with sand, toy astronauts and rocks. They learn about space and enjoy lift-the-flap books to find space-related pictures.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder encourages children to manage risks effectively. She shows children how to climb down steps safely, such as coming down backwards. Children learn how to climb up the slide steps carefully and to be alert to small babies who may be lying on the floor. She teaches children about items that are safe to taste, such as ice cubes. Sleeping children are regularly checked. The childminder has a secure understanding of how to protect children from harm. She has a detailed safeguarding policy to follow should she have any concerns about a child's welfare. The childminder attends frequent child protection training to keep her knowledge up to date.

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

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

- maximise opportunities to follow children's interests, particularly outside, to extend their creative skills further.

## Setting details

<b>Unique reference number</b>	EY552637
<b>Local authority</b>	Devon
<b>Inspection number</b>	10143592
<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 at time of inspection</b>	1 to 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Cranbrook, Exeter. She works Monday to Friday from 8am to 6pm, all year round. The childminder holds qualified teacher status.

## Information about this inspection

### Inspector

Joanne Steward

### Inspection activities

- The inspector carried out a joint observation with the childminder and discussed how it supported children's development.
- The childminder took the inspector on a learning walk and discussed the activities she provides for children.
- The inspector played with children and read written statements from parents to gain their views of the provision.
- Various documents were looked at by the inspector, such as the childminder's qualifications, suitability and safeguarding policies.
- The interactions between children and the childminder were observed.

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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