

# Childminder report

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Inspection date: 4 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	Good

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

### The provision is good

Children are happy and settle quickly in the childminder's home. They have close and trusting relationships with her. Children receive good support to learn and play with the range of toys. They are highly motivated to take part in the activities on offer. For example, they draw around their bodies and hands, paint and play with toy farms. The childminder takes children on a range of regular visits in the local area. For example, they attend a forest school, playgroups and visit a home for the elderly weekly, experiencing a wide range of rich activities.

The childminder has a lovely manner with the children, continually attending to their needs and making sure they are all included. As a result, children feel safe and secure, and make good progress in their learning and development. Children receive considerable support to share and take turns exceptionally well, and their behaviour is excellent. Children develop extremely good manners and are polite and kind to one another in the care of the childminder, who is an exemplary role model. Children are consistently respectful of others and cooperate extremely well with the childminder and each other.

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

- The childminder provides an extensive range of toys for the children, who choose what they would like to play with. She teaches them to look after their toys and put them away after playing with them.
- All children take an active part in the routines of the day and they are more than willing to help. For example, the childminder involves them in setting up the table ready for snack and lunch. She uses this as an opportunity to support children's mathematical development. For example, they count the chairs and plates.
- Children's emerging language is well supported, especially with the younger children. The childminder models good use of language and talks to the children about what they are doing consistently. However, at times, she misses opportunities to support the older children to understand words they may not know the meaning of.
- Children enjoy and listen attentively to stories, and they are encouraged to join in with the reading. For example, they suggest the last word of each line of a favourite story. The childminder makes effective use of resources to encourage the younger children to join in with the story.
- Children have opportunities to play collaboratively together and work out how to do things, such as sticking large pieces of paper to the wall. However, the childminder misses opportunities for the children to think and solve problems, for example, to help them make different colours when mixing paint.
- The childminder has made improvements since the last inspection in using

assessment and monitoring systems to identify gaps in the children's learning. She accurately assesses children's progress and this enables them to make more progress in all areas of learning.

- The childminder regularly praises the children for their efforts and achievements, and they show pride, confidence and developing independence as a result. The children demonstrate excellent self-control and they consistently try hard, showing a secure understanding of the behaviour expected of them.
- The childminder has effective partnerships with parents and shares information with them regularly. Parents are very happy with the progress their children are making and are particularly happy with the opportunities the childminder provides for them to engage with the wider community.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge and understanding of safeguarding procedures. She ensures she is effectively trained to recognise the signs and symptoms to identify children who may need help and how to report to the appropriate agencies. The childminder attends regular safeguarding updates and shows a good understanding of her responsibilities to keep children safe from harm. She keeps extensive risk assessments that help her to ensure that children are safe in her house and when off the premises.

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

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

- provide more opportunities for children to think and solve problems as they play to help them make even greater progress
- further the development of children's vocabulary to support them to understand words they may not know the meaning of.

## Setting details

<b>Unique reference number</b>	EY367360
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10074060
<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>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	1 June 2016

## Information about this early years setting

The childminder registered in 2007 and lives in Torquay, Devon. She offers care from 7.30am to 5.30pm, Tuesday and Wednesday, term-time only.

## Information about this inspection

### Inspector

Den Russell

### Inspection activities

- The childminder explained how she organises the setting and the activities on offer.
- The inspector observed children in their play and considered the impact on their learning.
- At appropriate times during the inspection, the inspector talked to parents and children to gain their views on the setting.
- The inspector had discussions with the childminder throughout the inspection.
- The inspector observed the childminder teaching and discussed the quality of the education 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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