

# Childminder report

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Inspection date: 21 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</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

Children feel safe, secure and well supported in the care of this childminder. They feel good about themselves and their achievements. Children access a range of fun and stimulating activities based on their interests. They show curiosity and concentrate well at tasks they enjoy. New skills and concepts are learnt naturally as part of play. For example, when making potions with a range of different colourings and scents, children learn that by mixing colours, new colours can be made. Children are treated with respect and feel that the childminder listens to their ideas and acts on them. They diplomatically decide about places to visit and activities to engage in through discussion and voting.

During the COVID-19 (coronavirus) pandemic, the children have been able to attend this setting, which has enabled them to continue their learning and socialise. Parents receive regular information about their children's activities, achievements and progress. The childminder supports children with special educational needs and/or disabilities extremely well. She knows how to meet the needs of all children effectively. Children report that they enjoy coming to this setting and comment that the childminder is kind and caring.

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

- The childminder takes time to find out about what the children already know and what interests them, to help her plan a stimulating curriculum. She makes regular assessments of children's skills and knowledge, which enables her to plan for their next steps in learning, and shares this information with parents.
- The childminder supports the children to be independent in their choices, ideas and self-help skills. She praises their achievements, listens to their views and enables them to plan their own learning. For example, children wanted to know what would happen if they mixed different smells, colours and petals and then added water. The childminder provided these materials for them to experiment.
- Young children move around the clean and stimulating environment, exploring the resources with interest using their hands and feet. They communicate through babble, talking and singing. The childminder supports and extends their play. Children show their enjoyment through smiling and laughter when they successfully achieve a task, for example making a sound from the guitar.
- Children behave well and demonstrate good manners that are praised by the childminder. She recognises when children are feeling shy or anxious and offers reassurance.
- The childminder is able recognise when younger children are frustrated and support them with gentle words and a cuddle. This calms them and enables them to feel safe. She has clear boundaries and expectations which the children understand and follow.

- The childminder regularly provides opportunities and resources to develop mathematical skills as part of the daily planned activities offered to children, she does not always support all children to extend their mathematical language and problem-solving skills further.
- The childminder has worked exceptionally well to support children and parents during COVID-19. She has adapted her curriculum to meet the needs of the children over this time and maintains a safe environment for them.
- The childminder is reflective of her own practice and has implemented changes after attending training. For example, she has reviewed and changed the play resources available. She has noticed that the children now spend more time exploring and developing their imaginative play.
- The childminder establishes highly effective working relationships with outside agencies and other settings that children attend. She seeks advice and uses this well to further improve the learning experiences she provides for children.
- The childminder plans and makes available a good range of activities to develop literacy and mark making. However, she does not always provide opportunities for children to build on these early writing skills further in the activities they choose.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection issues and knowledge of safeguarding. She keeps her knowledge up to date through regular training. The childminder is able to recognise the signs or symptoms which may indicate a child is at risk from harm. She knows who to contact if she has a concern. The childminder's home is safe and secure. She places a strong emphasis on keeping safe during COVID-19.

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

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

- increase opportunities for children to develop their mark-making and literacy skills within their daily routines
- incorporate more mathematical language into activities and challenge older children to solve mathematical problems through play.

## Setting details

<b>Unique reference number</b>	EY558912
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10190215
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Paignton, Devon. The childminder offers care Monday to Friday from 7.30am to 5.30pm. She holds a degree in early years and childcare.

## Information about this inspection

**Inspector**  
Dilys Vincent

## Inspection activities

- This is the first routine inspection the setting received since the 2020/21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector carried out a joint observation with the childminder.
- Children spoke to the inspector about their experiences with the childminder.
- The childminder and the inspector viewed the premises and discussed the routines, curriculum, assessment and learning that the children experience.
- Parents shared feedback with the inspector about their children's experiences at the setting.

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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