

Childminder report

Inspection date: 25 May 2021

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 feel safe, secure and happy in the setting. They benefit from warm, trusting relationships with the childminder and her co-childminder, who they respond to positively.

Children behave well and receive effective support from the childminder to help them settle into the setting. They have suitable space and appropriate resources to play with which the childminder uses to promote children's physical development. For example, she attaches puzzles to the wall in the playroom to encourage children to stand.

Children have opportunities to play outside in the childminder's garden and take part in outings, for example, they visit a local farm to encounter animals. The childminder has high expectations for all children and they make good progress in her care.

The childminder does not allow the parents to enter the setting due to the COVID-19 (coronavirus) pandemic to reduce contact. She shares some information with parents using an online application to keep them up to date about their children's progress.

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

- The childminder supports children to develop their understanding of language, such as using sign language and modelling key words during their play and as part of their everyday routines. For example, she teaches them the signs for 'please, more' and 'drink'. The children also enjoy sharing stories with the childminder and taking part in familiar songs. They join in with actions as the childminder sings to them and are starting to join with some of the words of the songs.
- Children learn to share toys and understand the expectations for their behaviour. For instance, the childminder teaches them to use kind, gentle hands. The childminder and her co-childminder are good role models and have positive relationships with one another and the children. This supports the children to be caring and respectful towards others.
- The childminder meets with parents before children join the setting to find out about their child's stage of development. This helps children to settle in when they first start. However, she does not pursue ongoing opportunities to communicate with parents about children's dietary needs and preferences.
- The childminder implements good hygiene practices and attends to the personal needs of children appropriately. She is sensitive and responsive to the children's care routines. Older children have a quiet space to rest and babies have their

own cots for sleeping.

- The childminder recognises the need for children to explore and to become independent in their learning. However, she does not always plan activities to enable them to do this.
- The childminder and her co-childminder exchange knowledge and ideas to meet the needs of the children and to ensure they are suitably aware of their statutory duties.
- Children have good opportunities to develop their motor skills. For instance, they push walkers and ride scooters in the garden, depending on their stage of development, and use brushes and water to make marks on paper.
- Children have opportunities to learn about the natural world. They make animal sounds when sharing stories and the childminder encourages them to interact with the animals when they visit the farm.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her child protection knowledge is up to date and she knows the signs that may indicate a child is at risk of harm. She understands how to identify and report concerns about a child's welfare. The childminder has attended first-aid training and carries out risk assessments to identify and remove any potential hazards for children.

What does the setting need to do to improve?

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

- improve communication with parents about children's food choices to meet their child's needs and preferences
- plan regular opportunities to support all children to confidently explore and be active in their learning.

Setting details

Unique reference number	117358
Local authority	Plymouth
Inspection number	10196624
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	10 April 2018

Information about this early years setting

The childminder registered in 1999. She operates her provision Monday to Friday from 7am to 6pm throughout the year. The childminder works alongside her daughter who is her co-childminder. They are based in Plympton.

Information about this inspection

Inspector

Den Russell

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and she has taken this into account in her evaluation of the setting.
- The inspector and the childminder completed a learning walk of the setting where they discussed the early years provision and the aims of the curriculum.
- A planned activity was jointly observed and evaluated by the inspector and the childminder.
- The inspector held discussions with the childminder throughout the visit and discussed how the setting is managed.
- The inspector spoke to parents to gather their views about 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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