

Childminder report

Inspection date: 25 August 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 are extremely happy and enjoy the time they spend with the childminder. The childminder is passionate about providing a home-from-home experience, where children feel content and settle quickly. She knows children well and she has caring and positive relationships with them. Children happily approach her for reassurance as needed. When children first start with the childminder, she gathers information from parents about children's care needs to enable her to follow their routines from home. This helps to provide consistency for children.

The childminder creates nurturing environments that help children to feel safe and secure. Children have a designated covered area in the garden that they can freely access each day. The childminder provides a good range of resources that children select independently. Children are confident to explore their environments and they play happily together. The childminder is a positive role model for children. She instils positive values and children use good manners. They understand boundaries and behave exceptionally well.

Throughout the COVID-19 (coronavirus) pandemic, the childminder remained open and continued to support families. She changed the procedures for when children arrived. Parents handed children over to the childminder outside, to prevent the risk of transmission of the virus. Parents and children adapted well to this change. Parents are grateful for the support the childminder gave them throughout this time.

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

- The childminder has a good understanding of the aims of her setting. She knows what experiences she wants to offer children. For example, she regularly uses the local area with the children, where they enjoy walks along the river and look for boats.
- The childminder knows children extremely well. She observes their learning and identifies next steps for them. However, children are not always given enough opportunities that challenge them in their play to build on what they already know and can do.
- The childminder supports children's communication and language well. Children have regular opportunities to read stories and sing nursery rhymes. Older children are encouraged to learn new vocabulary. Younger children make sounds in their play, which supports their early speaking skills effectively.
- Children learn about diversity and differences beyond their own family experiences. The childminder provides resources that help children to develop a deeper understanding about other communities and cultures. For example, they share stories from around the world and have discussions about other ways of

life in different countries.

- Children have very positive attitudes to learning. They are keen and enthusiastic to participate in activities and discussions. Older children play cooperatively and they enjoy taking turns when playing games.
- The childminder promotes children's independence well. Older children put on their own shoes, set up their games and can go to the toilet by themselves. The childminder supports younger children with their care needs and promotes their emotional well-being.
- Partnerships with parents are strong. The childminder regularly reports on children's progress and how they can support children's learning at home. Parents state how pleased they are with the dedicated care their children receive from the childminder. However, the childminder has yet to establish partnerships with other settings that children attend. Therefore, information about children is not shared consistently to enable them to make the best possible progress.
- The childminder helps children to prepare for starting school. She has a clear understanding of what skills she wants children to be confident in. The childminder provides lots of opportunities for children to practise these. For example, she encourages children to hold their pencil correctly to help to develop their early writing skills.
- The childminder attends regular training to improve her practice and quickly identifies areas for improvement. She ensures that she offers children high-quality care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and knows how to keep children safe and who to contact if she has concerns about their welfare. The childminder attends regular safeguarding training and stays up to date with legislation. She has robust risk assessments in place and completes daily checks of the environment to ensure that it is suitable for children to use. The childminder teaches children about the importance of safety. For example, they learn how to stay safe in the sun and she encourages them to be aware of dangers in the garden, such as certain plants.

What does the setting need to do to improve?

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

- plan more challenging play opportunities to help build on what children already know and can do
- establish partnerships with other providers and share information about children's development to provide continuity in their care and learning.

Setting details

Unique reference number	104807
Local authority	Devon
Inspection number	10062584
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 June 2016

Information about this early years setting

The childminder registered in 1992 and lives in Barnstaple, North Devon. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for four-year-old children.

Information about this inspection

Inspector

Amy Fedrick

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 has taken that into account in her evaluation of the setting.
- The childminder and the inspector had a learning walk of the areas used by the children and discussed the setting's aims.
- The inspector observed interactions between the childminder and the children and reviewed the impact on the children.
- The childminder discussed children's progress and next steps with the inspector.
- Parents' views were taken account of by the inspector.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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