

Childminder report

Inspection date:

9 November 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children show great excitement and enthusiasm throughout their session in this provision. They settle quickly and feel safe and secure, supported by caring and nurturing adults, who know them well. They greet friends and visitors, making them feel welcome. Behaviour is exceptional, children play cooperatively together and support one another. They learn how to ask politely for something they want and understand how they should treat others. Children develop their independence in toileting routines and are able to feed themselves independently from a young age, with limited support.

Children have access to a range of activities that promote curiosity, develop their understanding of the world and help them to make connections in their learning. For example, following a story about a garden in the night time, the children talk about the five hedgehogs in their garden and discuss when they come out and where they hide.

During the COVID-19 pandemic, children have been very well supported. The childminder has developed a curriculum that supports the children with their turn taking, speech, language and social skills after some period of isolation from their friends. The children are making good progress in their learning and develop a range of skills, they are well prepared for their next steps in learning.

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

- The childminder works closely with her assistant to plan an exciting and stimulating curriculum that challenges children to increase what they know and can do. They take time to find out about the children's interests and are innovative in teaching early literacy and numeracy skills through play.
- Children are encouraged to make independent choices. They confidently decide which rhyme they want to sing and politely ask the electronic speaker to help them with the music. Younger children enthusiastically join in with the actions for rhymes and learn some signs to support understanding of the language.
- The childminder's assistant is skilled in using all opportunities to support children's learning. For example, while waiting for a child to join the group, she plays interactive games where the children learn about different body parts.
- Parents appreciate the support the childminder has provided in helping their children to socialise, share and take turns. They comment on the progress their children have made with this. Parents report that their children are eager to attend and benefit hugely from the homely environment and access to the extensive outdoor space and resources.
- Children's language is supported through the childminder repeating, modelling and extending what they say. Older children are encouraged to ask questions to further develop their understanding. The children are able to talk about their experiences, extending their vocabulary and using photos as a prompt. For

example, the children reflect on growing fruit and vegetables and also the 'cream teas' they have enjoyed in the garden.

- The childminder has high expectations for children's positive behaviour. This is reinforced through gentle reminders, when required. Children are encouraged to care for each other and their environment, they demonstrate how they can be thoughtful and considerate in their play and routines.
- The childminder and her assistant provide an environment that supports children to develop their independence and persevere. They provide encouragement and praise achievement. For example, the children explore how to use the stilts in the garden, the adults model and support the children, who practise and are able to walk several steps unaided. Their achievement is celebrated by all of the children.
- Overall, the childminder provides good support for children with special educational needs and/or disabilities. However, she does not fully understand the process for supporting a child who may need different and additional provision in their next stage of learning.
- The childminder and her assistant have an understanding of the early years foundation stage curriculum. However, they have not fully considered the recent changes and their implementation of these, particularly for areas, such as oral health and reducing documentation workload.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a sound understanding of their responsibilities in how to keep children safe and support their welfare. They know how to identify if a child might be at risk from harm and how to report this to the relevant authorities. The childminder and assistant continue to implement procedures to protect the children from exposure to COVID-19 and teach the children how to keep themselves safe. They supervise the children well and risk assess the premises and the equipment the children have access to effectively.

What does the setting need to do to improve?

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

- enhance the support for children who may need different or additional assistance to reach their next stages of learning
- gain better understanding of the new early years foundation stage curriculum to further enhance implementation of the changes, such as reducing documentation workload and supporting oral health.

Setting details

Unique reference number	154152
Local authority	Devon
Inspection number	10125477
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 4
Total number of places	9
Number of children on roll	9
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder registered in 2001 and lives in the rural village of Coryton, near Okehampton, Devon. Care is available Tuesday, Wednesday, Thursday and Friday from 7am until 7pm, except for the school half-term holiday weeks. The childminder receives early education funding to provide free places for children aged two, three and four years. She has a childcare qualification at level 3. She works with an assistant who also has a childcare qualification at level 3.

Information about this inspection

Inspector

Dilys Vincent

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provision
- The childminder showed the inspector the areas the children access and explained the curriculum and how it is organised.
- The inspector observed how the childminder and her assistant interacted with the children and looked at the range of activities provided, both inside and outside.
- Parents provided their views on the care and education of the childminder and the inspector took these into account.
- The inspector looked through a sample of documentation and discussed with the childminder how teaching skills are developed.

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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