

Childminder report

Inspection date: 31 January 2022

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

The provision is good

The childminder provides a welcoming learning environment. Children are happy and enjoy their time at the setting. They form secure relationships with the childminder. They snuggle on her lap for a cuddle and to look at a book, or when they start to feel tired. Children play well together and build happy friendships. For example, children are excited when they discover where their friends are hiding when they play hide and seek. Children regularly visit local playgroups, where they have opportunities to socialise with other children, learn about the world around them and use large physical equipment. Children enjoy spending time each day in the garden. They use a variety of ride-on toys and negotiate space and obstacles with increasing control. The childminder provides children with encouragement and praise for their achievements. She teaches children about boundaries and positive behaviour during their play. For example, she sensitively supports children to take turns and share resources. They listen and respond well to the childminder's instructions. Children behave well and show good confidence while in her care.

The childminder gathers information from parents about children's care needs to enable her to follow their routines from home. She makes good use of daily electronic communications to ensure that information about children's activities and care arrangements is shared effectively with parents.

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

- The childminder has made good improvements since her last inspection. She has attended training and benefited from advice provided by the local authority early years improvement officer. As a result, the childminder fulfils her statutory duties and has a better understanding of how her environment, interaction and activity choices support her curriculum delivery. In addition, she has improved her knowledge and understanding of her role and responsibility to safeguard children in her care.
- The childminder finds out from parents about the children's interests and abilities before they start. She uses this information to plan for children's individual learning. For example, children enjoy using bright colours to paint pictures with brushes. The childminder encourages them to experiment how to paint their fingertips and make fingerprints as well. This helps to stimulate children's sense of touch and develop their small-muscle skills.
- Generally, the support for children's communication and language is very good. The childminder tells children the names of objects, repeats basic words, uses simple words to describe what is going on and asks questions. However, at times, she does not provide children with sufficient time to repeat words they know or are learning to pronounce. On occasion, children do not have the opportunity to show their understanding and respond with their thoughts. This

impacts on children's chances to increase their vocabulary and develop their thinking and speaking skills.

- The childminder demonstrates a genuine enjoyment of her work. She accesses some information online and has begun to build a support network. However, she is not sufficiently focused on identifying training needs and professional development opportunities to help to improve her teaching to a higher level.
- Children are confident to try activities and happily smile when they receive meaningful praise from the childminder. This helps to boost their confidence and self-esteem. For example, the childminder shows how she makes a sound when blowing into a plastic stacking cup. Children are motivated to pick up their cup and copy her actions. They are excited by their success to make funny noises as they repeatedly blow into the cup.
- Parents are very complimentary about the childminder; they value the advice and support she gives them. However, although the childminder shares information with parents about their child's progress, she does not routinely provide parents with appropriate ideas on how to extend their children's learning at home.
- The childminder monitors children's progress and has a clear idea of where they are in their learning. She knows what they need to do next and identifies appropriate next steps for them. There is good focus on children's personal, social and emotional development. Children are confident to select from the range of equipment and are engaged and interested in the activities provided.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the procedures to follow should she have any safeguarding concerns, including wider safeguarding issues. She recognises the possible signs and symptoms of abuse and neglect. The childminder knows who to contact if she has concerns about the welfare of a child. She ensures that risks to children in her home and garden are minimised. The childminder gives children good explanations about how to keep themselves safe. For example, she explains how they should climb the steps on the slide safely. The childminder implements effective policies and procedures to keep children safe and shares these with parents.

What does the setting need to do to improve?

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

- extend the communication and language curriculum further, to ensure that children have sufficient time to repeat words they know or are learning to pronounce and receive more opportunities to show their understanding and respond with their thoughts

- identify training needs and professional development opportunities to help to improve teaching to a higher level
- strengthen links with parents to provide them with appropriate ideas on how to extend their children's learning at home.

Setting details

Unique reference number	EY331390
Local authority	Plymouth
Inspection number	10205763
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	11 August 2021

Information about this early years setting

The childminder registered in 2006 and lives in Plymouth, Devon. She operates from Monday to Friday all year round.

Information about this inspection

Inspector

Linda Williamson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The inspector observed the quality of education and care being provided.
- The inspector spoke to a parent during the inspection and took account of their views.
- The inspector looked at relevant documentation.

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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