

# Childminder report

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Inspection date: 4 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children are happy. They enjoy the time they spend in the childminder's welcoming and nurturing home. They settle quickly and form strong attachments with the childminder. She is highly responsive to children's individual needs, and children are secure in their familiar routines.

Children behave well. The childminder treats them with kindness and consideration and, as a result, they think of others. For example, children share scoops and spades so that others can join in.

The childminder supports children to become increasingly independent. For example, they help themselves to healthy and nutritious snacks and use cutlery with skill to spread and to chop their food. This prepares them effectively for future learning, and they become able and confident in their own ability.

Children benefit a great deal from regular outings where they extend their learning. For example, the childminder takes them to local beaches and woodland. They have opportunities to learn about the natural world in these different and exciting environments, which promote their understanding across all areas of learning.

Parents speak very highly of the childminder. They appreciate the effective two-way flow of information that supports children's well-being effectively. Parents comment that their children are doing well with the childminder and love attending.

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

- The childminder adjusted some of her practice during the COVID-19 pandemic, such as asking parents not to enter the setting. However, she has continued to communicate with parents to keep them updated about their children's care and learning.
- Children do well in their speech and language development. They regularly enjoy looking at books with the childminder, who captures their interest with skill. Children talk eagerly about what they see in the books and use a detailed and wide vocabulary. The childminder teaches them new words, such as 'pallet' when they read a book about diggers and how they work.
- The childminder makes the most of all activities to encourage learning. For example, as children carefully tip seed into bird feeders, she uses mathematical language, such as 'full' and 'empty'. This supports children's understanding of mathematical concepts effectively. Children eagerly watch as a variety of garden birds begin feeding. The childminder skilfully encourages them to talk about the colours and shapes of the birds and to identify them.
- The experienced childminder has a good understanding of how children learn.

She gets to know children well and plans a curriculum full of activities that appeal to their interests. For example, as children enjoy scooping compost with toy diggers, they become adept at using the small muscles in their hands. The childminder interacts with children well and encourages their play. However, at times, she directs children's play too much. This means they do not have time to follow their own ideas, experiment and consolidate their understanding and skills.

- Partnerships with parents and other providers that children also attend are strong. The childminder exchanges useful information about children's achievements regularly. She shares resources, such as books, with parents so that children can enjoy familiar stories and extend their learning at home. Children benefit from consistency and continuity that supports and extends their learning effectively.
- The childminder monitors children's progress diligently to notice any gaps in their learning. When children need extra help, she is very pro-active in seeking the support they need. She works closely with other professionals so that all children can make the progress they are capable of.
- The childminder reflects on her practice and continues to build on her knowledge and skills. For example, she researches approaches to childcare to support children's well-being and enjoyment of nature. However, she does not have a precise enough focus on her strengths and areas for further development to drive improvement at the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She knows how to recognise the signs that might give her cause for a concern about a child's welfare. The childminder is familiar with the correct procedures to follow to keep children safe from harm. She regularly carries out training to keep her knowledge up to date. The childminder supervises children diligently and teaches them how to keep themselves safe, for example, when they are using tools during their play.

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

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

- give children more encouragement to explore, experiment and follow their own ideas to consolidate and extend their learning
- develop a more effective self-evaluation process to precisely identify areas for improvement to drive practice to an even higher level.

## Setting details

<b>Unique reference number</b>	104539
<b>Local authority</b>	Devon
<b>Inspection number</b>	10125385
<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>	7
<b>Date of previous inspection</b>	9 November 2015

## Information about this early years setting

The childminder registered in 1989. She lives in Ivybridge, Devon. She works from Monday to Friday, during term time only. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Margaret Baird

### Inspection activities

- This was the first routine 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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents in their written comments.

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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