

Childminder report

Inspection date: 3 March 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder is passionately dedicated to her role and takes exceptional care in providing for the children. They joyfully arrive at the warm, homely environment. The childminder has a wealth of experience and knowledge of how children learn. She has skilfully used this to create an exceptionally well-resourced playroom, where children flourish.

Children demonstrate that they feel safe and secure through the close, nurturing bonds they have formed with the childminder and each other. The childminder captivates their interest as she engages them in group exercise games. They excitedly copy actions from songs and march, stretch and walk on tiptoes around the playroom. Children sing and recite rhyming words, such as 'gymnastic', 'fantastic' and 'elastic'. The children have immense fun with the childminder, laughing and smiling together. The effective interactions productively promote children's self-confidence and emotional well-being.

Children's behaviour is exemplary. They demonstrate excellent manners and respect for each other. They have a strong sense of pride in their achievements and those of others. The childminder awards 'wow' moments, which are displayed on a noticeboard. This underpins firm foundations for positive self-esteem.

The childminder is extremely committed to promoting children's learning. This was evident throughout the COVID-19 pandemic when she continued her ongoing support to parents. She prepared and hand delivered activity packs to the homes of children who were unable to attend the setting, to encourage parents to support learning at home.

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

- The childminder's planning is impeccable. She has high expectations for every child and tailors her ambitious curriculum to reflect children's precise needs. This supports children to succeed. For example, children of all ages are engaged in a play dough activity which captures their individual interests. Older children are engrossed and concentrate intently as they develop their mathematical skills. Children fill cake cases with dough. They count and add candles, copying quantities from picture cards. Younger children develop their hand muscles and use tools effectively to mould, knead and roll dough flat to make pancakes. Children are making exceptional progress across all aspects of the curriculum.
- Children thrive through opportunities to spend time outdoors. They go on trips to the park, zoo and forest school. The childminder regularly meets with other local childminders, which provides opportunities for children to mix in larger groups. The childminder considers this vital to her curriculum in helping children

to develop social skills, stay healthy and learn about the outside environment.

- The childminder creatively engages children in activities that develop their language skills, such as sharing discussions, favourite stories and nursery rhymes. Children listen with curiosity and wonder as the childminder uses expression in her voice. She cleverly changes words to a popular nursery rhyme to extend children's vocabulary, which builds on their understanding of speech and communication.
- Children's health, well-being and independence are very well supported by the childminder. Children recognise the utmost importance of hygiene routines, such as handwashing. Children enjoy healthy, nutritious meals and snacks, and they have opportunities to prepare food themselves. They use knives to cut their own fruit at snack time and are developing an understanding of healthy choices and self-care.
- The childminder continuously reflects on her practice. She is extremely committed to her ongoing professional development. Since her last inspection, she has successfully completed an abundance of training, including a childcare qualification at level 3, which has broadened her knowledge and skills. This has enabled her to continue to maintain an extremely high standard and quality of care for every child.
- Children show that they feel valued and respected. Older children demonstrate great affection as they enthusiastically encourage younger children who are learning to walk to take a step. Younger children thrive on this encouragement and beam with delight as they independently achieve two steps.
- The childminder has established strong links with the local school and nursery. Partnerships with parents are highly successful. Children who need additional support receive it promptly. As a result, children's needs are met incredibly well. Parents are extremely complimentary about the childminder. They say that they are regularly updated about their children's progress, Children are growing in confidence. They feel well supported through the kind, caring environment the childminder provides. This positively extends children's learning and development at home and builds strong foundations for future learning.

Safeguarding

The arrangements for safeguarding are effective.

Safety and safeguarding are given high priority by the childminder. She understands the importance of her role in keeping children safe. She is dedicated to regularly updating her safeguarding training and understands wider child protection issues. This enables her to continue to recognise the signs that a child may be at risk of harm. The childminder has rigorous safeguarding policies and procedures in place and knows the actions to follow should she have any concerns about a child's welfare. She ensures that the environment, resources and equipment are safe. She uses video monitors and regularly checks on sleeping children to ensure that they are being cared for in a safe and secure setting.

Setting details

Unique reference number	EY450571
Local authority	Torbay
Inspection number	10125764
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 7
Total number of places	4
Number of children on roll	9
Date of previous inspection	22 May 2013

Information about this early years setting

The childminder registered in 2012 and lives in Chelston, Torquay. She operates from Monday to Thursday all year round. On Monday, she operates from 8am to 5.30pm. On Tuesday, she operates from 7am to 6.30pm. On Wednesday and Thursday, she operates from 7.30am to 6pm. The childminder holds a childcare qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Hannah Williamson

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector carried out a learning walk together to discuss how the childminder plans her curriculum to meet the needs of the children.
- The inspector talked to children to find out what they enjoy about their time at the setting.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The childminder showed the inspector the premises and discussed how the childminder maintains the safety of the setting.
- The inspector had discussions with parents and read written feedback provided by parents to gather their views.
- The inspector sampled key documentation provided by the childminder, including relevant training and the childminder's first-aid certificates.

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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