

# Childminder report

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Inspection date: 18 March 2022

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<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**

The childminder provides an exceptionally nurturing and homely environment for children. Children arrive eager to come in and see their friends. They have strong bonds with adults and they seek cuddles and comfort from them as needed. The childminder and her assistants provide warm and attentive care that help children to feel happy, safe and secure.

Children benefit from a large dedicated area of the childminder's home that has a wide range of resources. Children are self-motivated and confidently lead their own play. For example, they delight in working together to make a den. The childminder and her assistants know children well. They know children's interests and plan activities based on these to extend children's learning further.

The childminder and her assistants are positive role models. They have high expectations of children and support them to develop good manners. Children understand clear boundaries and show respect towards each other. Older children enjoy supporting their younger peers. For example, older children help babies to take their shoes off and find toys for them that they like.

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

- The childminder has clear aims for her curriculum. Children benefit from her good understanding of child development. The childminder and her assistants identify where children need support in their learning and skilfully plan ways to help them. All children make good progress in their learning.
- The childminder prioritises children's emotional well-being. Children develop good levels of self-esteem and confidence. The childminder and her assistants encourage children to be independent and develop resilience. For example, children learn to manage climbing up and down steps from a young age.
- The childminder and her assistants support children's communication and language development well. They have high-quality interactions with the children and engage in back-and-forth conversations. Babies sit on adults' laps as they enjoy signing nursery rhymes. Older children learn new vocabulary. For example, when talking about farms, they learn words, such as 'ewe' and 'ram'.
- Older children attend before- and after-school care at the childminders. They comment on how they enjoy their time with the childminder and feel safe. They have support in completing homework and enjoy activities, such as cooking healthy pizzas. Older children walk to and from school with the childminder. She teaches them about safety as they use the 'walking bus', where children hold onto a rope as they walk to school. The childminder provides younger children with the choice of accompanying them on the school run but some children choose not to go. Additionally, although the childminder has a back garden,

younger children do not always have daily opportunities to play outdoors to enhance their physical well-being.

- Children show high levels of engagement and enjoyment in their play. They behave well and are keen to share and take turns. The childminder and her assistants give children specific praise to let them know what they have done well. Older children remind younger children to have 'kind hands'.
- Children benefit from familiar routines. They are sensitive to the additional needs of children with special educational needs and/or disabilities and support them to thrive. However, at lunchtime, the childminder's assistants serve older children their lunch first and their younger peers have to wait. The childminder does not always identify ways to benefit younger children's care needs as effectively as she could.
- Partnerships with parents are good. The childminder shares daily information with parents. She provides termly reports on children's progress and shares ideas of how parents can support their children's learning at home.
- The childminder has established good partnerships with the local school. She prepares children for the next stage in their learning.
- The childminder is a good role model for her assistants. They have opportunities to attend training and the childminder supports them to further their own knowledge and skills.
- The childminder has started to reflect on her setting. She has a good understanding of the impact that the COVID-19 pandemic has had on her setting and has reviewed changes that work well and will continue to keep.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistants have a thorough understanding of child protection. They know how to keep children safe. They know who to contact and what to do if they have concerns about children's welfare or think a child may be at risk of harm. The childminder and her assistants are confident with the process to follow if they have concerns about each other's conduct. The childminder ensures herself and her assistants complete safeguarding training. The childminder has robust risk assessments in place to ensure her home is suitable. Children are taught about health and safety, including online safety.

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

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

- provide daily outdoor learning opportunities, particularly for younger children so they can extend their physical skills and learning further
- further reflect on children's care routines to ensure their individual needs are met consistently.

## Setting details

<b>Unique reference number</b>	104665
<b>Local authority</b>	Devon
<b>Inspection number</b>	10125389
<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>	0 to 11
<b>Total number of places</b>	9
<b>Number of children on roll</b>	23
<b>Date of previous inspection</b>	19 October 2015

## Information about this early years setting

The childminder registered in 1994. She lives in the village of Shirwell, near Barnstaple, North Devon. The childminder works with three assistants at different times. The setting is known as Beeches Childcare and is open from 6.30am to 6pm from Tuesday to Friday, all year round. The childminder is eligible to provide funded early education for children aged two, three and four years. The childminder has a relevant level 3 qualification in childcare.

## Information about this inspection

### Inspector

Amy Fedrick

## Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector talked to the childminder's assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Children spoke to the inspector about their time spent with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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