

# Childminder report

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Inspection date: 13 April 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 benefit from a safe and inviting learning environment and a broad selection of resources. They feel comfortable and settled, and they are eager to explore and motivated to take part. For example, when the childminder informs the children of a surprise she has set out for them in the garden, they hurry outside to see what it is. They explore the new resource that the childminder has provided with confidence and enthusiasm. The childminder provides experiences that she knows children will be interested in and that link with their next steps in learning, to help them make good progress. Children explore the texture of paint and show delight in the marks they make when printing with their hands.

Overall, children understand the expectations for their behaviour. They use good manners, often without being prompted by the childminder. For example, they thank the childminder politely when she passes them items and when the childminder thanks them for their kindness, they respond 'you're welcome'. Children are friendly. They hug each other spontaneously and when pretending it is their friend's birthdays, they present them with toy cakes and sing 'Happy Birthday'.

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

- The childminder assesses children accurately and identifies their next steps in learning. She plans a varied curriculum to give children the skills and knowledge they need to succeed in later learning. For example, she supports children to recognise colours when painting and sorting beads. At times, the childminder does not build on each child's individual learning needs as precisely as she could to extend their learning further.
- Children are exceptionally confident. They greet visitors immediately with interest, introducing themselves and asking the visitors for help when needed. This demonstrates their strong feelings of security in the childminder's home.
- The childminder supports children's communication and language development effectively. For example, when children incorrectly say 'lellow', she sensitively responds 'yes, yellow' to model the correct pronunciation of sounds. She uses a broad vocabulary when speaking with the children, such as describing the texture of water beads as 'soft' and 'slippery'. Children express themselves confidently and clearly, such as suggesting the water beads feel 'squashy'.
- Children form positive attachments with the calm and caring childminder. When children feel angry, the childminder gives them time and space to calm down, talks to them about the boundaries and then offers them warm-hearted cuddles to provide some emotional support. However, although she manages children's behaviour well, she does not consistently help the older children to recognise and manage their feelings and emotions.

- Children behave well overall. The childminder talks to children about their behaviour and the possible consequences of their actions and explains the reasons for the rules. For example, she reminds children that they might break the toys if they play with them too roughly and to be kind towards their friends.
- Children are developing good independence. They take themselves to the toilet and use cutlery ably at mealtimes. The childminder supports and encourages older children to try to put on their shoes and outer garments by themselves. She builds children's confidence and self-esteem, such as by giving them 'high fives' when they succeed.
- Children develop a love of books from a young age. They select their favourite stories for the childminder to read to them and listen with rapt attention. Children often join in telling the story, recalling the lines correctly and with enthusiasm.
- Partnerships with parents are effective. The childminder shares detailed information with them about their children's care routines, day-to-day experiences and achievements. Parents comment positively about the support the childminder has given to their families and the close relationships she establishes with the children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date. She understands how to identify any concerns about children's welfare and to report these to the appropriate agencies. The childminder has a good understanding of the signs and risks of radicalisation and knows what to do in the event of an allegation. She carries out risk assessments of her home effectively to provide safe and secure play areas to keep children safe. For example, she identifies that the steps pose a risk to younger children who are learning to climb up and down them independently, so she stays close to these children to support them.

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

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

- develop the planning of the curriculum to target children's individual learning needs more precisely
- develop behaviour management strategies further to help older children to understand the boundaries and manage their emotions more effectively and consistently.

## Setting details

<b>Unique reference number</b>	EY250496
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10125526
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	6 January 2016

## Information about this early years setting

The childminder registered in 2003 and lives in a residential area of Torquay, Devon. She offers care from Tuesday to Friday, all year round. The childminder has a level 3 childcare qualification. She is registered to receive funding for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Madge

### 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 inspector observed activities and assessed the impact these have on children's learning.
- The childminder and the inspector reflected on an activity together to discuss the quality of teaching and learning.
- Children spoke with the inspector to share their views about the setting. The inspector also took account of parents' written feedback.
- The childminder spoke with the inspector about the management of the setting and shared some of her documentation with the inspector.

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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