

Childminder report

Inspection date: 16 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly in this welcoming home-from-home setting. They form affectionate bonds with the childminder and she regularly offers them cuddles and reassurance. Children enjoy many happy experiences and smile and laugh as they play together. For example, they dance to music with enthusiasm, gaining a good sense of rhythm and improving their physical skills.

The childminder knows the children she cares for well and creates a curriculum that ensures they make progress in all areas of learning. She is experienced in childcare. She organises routines such as nap and snack times effectively so that all children remain comfortable and ready to learn.

Children cooperate well together. The childminder ensures they know what behaviour is acceptable. She is a good role model and children are kind to each other. For example, older children wait patiently while younger ones have a turn during activities. They show delight and praise toddlers when they learn something new.

Parents speak highly of the childminder and comment that their children make good progress. They appreciate the many activities children enjoy and their involvement in community events such as the local carnival. Children develop a strong sense of belonging and get to know the world around them.

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

- Children gain good speaking and listening skills through regular conversations with the childminder and each other, for example. They enjoy curling up on the sofa with the childminder as she brings their favourite stories to life. They are eager to talk about the books, and the childminder values their comments. She introduces new words, such as 'dragonfly,' that children enjoy repeating as they look at books about nature.
- The childminder promotes children's mathematical development effectively through interesting activities that spark children's interest. For example, children spend long periods sorting coloured sticks and posting them into matching holes in a box. Younger children become determined to succeed and develop good manipulative skills. Older children count and make simple calculations as they play. At times, however, the childminder does not make the most of some opportunities to extend this learning further for older children.
- Children become increasingly independent and develop a positive attitude to learning. For example, younger children are eager to have a go at putting on their own shoes for going outdoors. Children follow good handwashing routines, and older children show that they are capable of doing things for themselves.

They skilfully help to chop up fruit for snack, for instance.

- The childminder guides children's play effectively and interacts positively with them during activities. For example, she praises their efforts to thread beads onto a stick. Children concentrate well and follow her instructions. However, there are fewer opportunities for children to explore and experiment with resources for themselves to develop their individual creativity.
- The childminder keeps parents up to date with their children's progress, for example through regular discussions. This supports children's well-being and there is continuity in their care and development. The childminder forms good relationships with staff at local schools. This helps children to become ready for moving on in their education when the time comes.
- The childminder is passionate about the work she does and continues to develop her practice further. For example, she attends training and carries out research that helps her to provide children with fresh resources and activities. This supports children's enjoyment and engagement in their play effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her responsibilities to keep children safe and secure. She attends regular training to keep her safeguarding knowledge up to date. The childminder knows the signs that might lead her to be concerned about a child's welfare. She has a clear understanding of local child protection procedures. The childminder supervises children diligently and helps them to learn how to play safely. For example, she teaches them how to use toys with care and consider others as they take part in activities and move around the room.

What does the setting need to do to improve?

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

- give older children more chances to extend their knowledge and skills during some adult-guided activities
- provide more opportunities for children to explore, experiment and follow their own ideas to develop their individual creativity.

Setting details

Unique reference number	EY446916
Local authority	Plymouth
Inspection number	10218611
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 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	19 August 2016

Information about this early years setting

The childminder registered in 2012. She lives in Tamerton Foliot, in Plymouth, Devon. She offers care on weekdays from 7am until 6pm, and operates her service all year round, except for bank holidays. The childminder receives funding to provide free early education for children aged three and four years.

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 their evaluation of the provider.
- The childminder showed the inspector the premises and discussed her 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 childminder provided the inspector with a sample of key documentation on request.
- The inspector talked to the children and the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents in 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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