

# Childminder report

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Inspection date: 14 June 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are eager to attend and greet their friends at this caring and nurturing setting. They quickly settle and play with their favourite activities. The childminder knows the children extremely well and has a good understanding of their needs, what they already know and like and how she can develop their skills further.

Young children use intonation, sounds and words to talk to their peers. They learn new vocabulary and develop a love of books and rhymes. An electronic book and puzzle proves very popular. Children follow the story and match the animals, eager to show what they know and can do on each page.

Children are highly motivated by the activities and experiences the childminder provides. They enjoy the routine and daily trips out. They behave extremely well. They learn to walk safely on the pavement and cross the road using the crossing. Children find out about the people in their local community and talk about how they live in the city. They see police officers walking from their station and talk about how they keep people safe.

Children make good progress from their starting points and are well prepared for their next phase of learning. The childminder has adapted her curriculum to support children who were affected by the COVID-19 pandemic, increasing opportunities for social play and the development of language.

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

- The childminder develops children's play skills. She knows the children well and gently encourages them to try different ways to solve problems. For example, she models how to twist the inset puzzle pieces to enable them to fit. Children later use this skill as they play.
- The childminder sets clear expectations for behaviour. She reminds children about safety rules and supports them to think of others. Children learn to socialise. They greet visitors with a smile and bring them a favourite toy. While some are initially shy, they soon confidently show how well they can bounce on the trampoline or play a xylophone.
- Parents praise the childminder for her nurturing and caring nature and the education she provides. Initial transition visits enable children to settle quickly and to build a positive relationship. Parents feel well supported with routines. They feel that children have made good progress with their language development and social skills. Parents talk about their children's eagerness to attend and how they learn from others.
- Children show kindness and consideration to each other. For example, a child shares some snack with another child, smiling while they offer. The child accepts

and smiles back. They share toys and books with each other. The children have a close bond and learn from one another.

- The childminder skilfully supports children's language at their developmental stage. She uses clear and simple sentences, positive facial expressions and sign language to ensure that each child is able to engage. She uses praise to celebrate what they can do. The children show immense joy by her response and what they achieve.
- The childminder implements the advice of outside agencies to support the learning of all children. She ensures that all children, including those with special educational needs and/or disabilities (SEND), make good progress.
- Children access a range of activities. However, the childminder does not always provide opportunities to broaden children's experiences and develop their creativity and sensory development fully.
- Children develop a love of books, stories and rhymes. The childminder is attuned to the children's needs and promotes these experiences within the routines, although she does not always widen their literacy opportunities to include early writing skills and using tools to develop the children's physical development.
- Children are able to sing favourite rhymes while they follow the beat on musical instruments. They show immense concentration to continue the rhythm to the end of the song. They independently make up their own words to songs to accompany the beat.
- Children learn how to stay healthy and ensure that they are hydrated, particularly in hot sunny weather. The childminder supports good teeth cleaning routines and uses books, rhymes and discussion to consider what foods are unhealthy. The children talk about staying healthy. They independently access their water and eat well at snack time, trying new foods.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of signs and symptoms of abuse and when a child may be at risk of harm. She supports children to develop a good understanding of their own personal safety, for example staying safe when walking in the street. She encourages children to use stairs safely and think of others when they are playing and moving around the house. The childminder has robust systems in place to ensure children's welfare in the home. She considers risks and ensures that solutions are in place to keep children safe. She keeps up to date with training and is aware of recent legislation.

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

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

- extend opportunities for children to use a wider variety of creative resources to

broaden their sensory and tactile experiences

- increase access to activities that promote children's early writing skills to support their literacy development further.

## Setting details

<b>Unique reference number</b>	EY444192
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10217694
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	25 August 2016

## Information about this early years setting

This childminder registered initially in 2012. She operates from her home in Plymouth. She works Monday to Friday from 7.50 am to 2.50pm during term time. She has a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Dilys Vincent

### 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 her evaluation of the setting.
- Children spoke to the inspector about their experiences with the childminder and the inspector observed them playing.
- The childminder and the inspector viewed the premises and discussed the routines, curriculum, assessment and learning that children experience.
- Parents shared feedback with the inspector about their children's experiences at the setting and she took account of their views.
- The inspector viewed documentation, including certification and safeguarding checks.

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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