

# Childminder report

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Inspection date: 27 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 cared for in a safe, secure and welcoming environment. They are confident to freely explore the wide range of toys and resources the childminder provides. Children show that they feel happy and settled in her home. They have established strong bonds with the kind and caring childminder. Children are learning to share, take turns and play cooperatively with their friends. Children's behaviour is very good.

The childminder provides a balanced and exciting curriculum which helps children to progress in their learning. For example, she asks children to predict whether an object will sink or float before it is placed in a bowl of water. Children show great interest in the activity and quickly find more objects to try. The childminder praises children for their efforts. This helps to build their well-being and self-esteem. The childminder has high expectations. Children learn to respect their friends and their environment. They listen to the childminder's instructions and happily help to tidy up after activities.

The childminder recognises the impact that the COVID-19 pandemic has had on children's experiences. She regularly takes children on outings, to local parks and amenities, to provide them with opportunities to try new activities and develop their independence.

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

- The childminder knows children very well. She uses their interests to plan interesting activities. For example, children are keen to know more about pirates. They excitedly dig for treasure in the sandpit in the garden. They find coins, previously hidden by the childminder, and confidently recognise the numerals and count them.
- Children have opportunities to develop their small-muscle control. They explore and play with small-world activities and enjoy a range of puzzles. They happily dress their teddy in pirate's clothes. Though the childminder takes children to the local park, she does not routinely plan challenging opportunities to help them to develop their large-muscle skills within her own setting.
- Children gain valuable skills in preparation for school. They learn how to put on their coats and shoes. They know where to find a tissue, when they wish to wipe their nose, and to place it in the bin after. The childminder helps children to understand and talk about their emotions and those of others.
- The childminder demonstrates a genuine enjoyment in her work and being with children. She seeks the views of children and families to inform changes to her practice. She attends mandatory training to keep her knowledge current. However, she has not focused on identifying professional development

opportunities to extend her teaching skills and improve children's learning further.

- Children develop their language skills well. They regularly share books and talk about the different things they can see. The childminder skilfully introduces new words, such as 'glittery', and helps children to recall previous learning. She repeats words back to them in the correct form. This sensitively allows children to gain confidence in their speech. Children excitedly join in with the repeated phrases and delight in knowing how the story ends.
- The childminder provides good support for children who speak English as an additional language. She finds out key words in different languages from parents and happily shares these with children during play activities.
- Children are beginning to develop their mathematical skills. They listen with attention and enthusiasm to funny stories about counting. The childminder supports them to look for patterns, compare the sizes and talk about what they notice as they build towers of colourful bricks.
- The childminder has good relationships with parents. She spends time getting to know children and their families before they start. The childminder uses an online system to inform parents about children's care and development and to provide them with ideas to try at home. Parents provide very positive feedback to the childminder.
- The childminder monitors children's development through observations and activities. She identifies gaps in children's learning and plans enjoyable and interesting activities to help them achieve their next steps.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe environment in which children can learn. She has completed training for child protection and wider safeguarding issues. She is confident to recognise when to act on the concerns about the well-being of children. She knows the procedures for referring to external agencies. Children are supervised well. They are encouraged to keep themselves safe and learn about road safety. The childminder completes regular checks of her home and garden to minimise hazards.

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

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

- strengthen the curriculum to provide more challenging opportunities to help children to develop their large-muscle skills within the setting
- identify professional development opportunities to extend teaching skills and improve children's learning further.

## Setting details

<b>Unique reference number</b>	EY441605
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10236980
<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>	5
<b>Date of previous inspection</b>	10 October 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Paignton, Devon. The childminder provides care each weekday, from 7am to 7pm, all year round.

## Information about this inspection

### Inspector

Linda 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder showed the inspector the setting and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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