

Childminder report

Inspection date: 17 October 2022

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| 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

Pre-school children enjoy being with the childminder in her welcoming home. They are eager to play with the school-aged children before and after school. Pre-school children relish the childminder's planned activities during school hours. She uses a well-sequenced curriculum to ensure these children make good progress. For example, children investigate the world around them on local countryside walks. They look at nature. The childminder teaches them the name of trees and seeds. She shows them how to spot danger in nature, such as potentially poisonous berries or fungi. Children are very engaged in these planned activities. They are motivated to learn and contribute well to the conversation. They recall things they have learned.

Children feel very safe and secure. They know that the childminder cares for them and will keep them free from harm. This helps children become confident and able to express their needs. The childminder encourages children to help plan the day. She takes account of their views. For example, children want to visit a playgroup in the afternoon to see their friends. The childminder adds this activity to the day and promises to make time to go there. Children follow the routine cooperatively. For example, they take their shoes off by the door and then wash their hands before they start to play.

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

- The childminder assesses children through careful observation. She then plans activities that support children to achieve their next steps. For example, children are developing their mark-making skills. They fetch chalks to draw around their bodies to create silhouettes on the ground. The childminder models how to hold the chalk in a pincer grip. Children copy her and successfully draw around each other.
- Children behave well as they know what is expected of them. The childminder has clear boundaries and rules. For example, as the children get ready for a nature walk to find signs of autumn, they cooperate with tidying up before they go out. However, during free play, children flit from one activity to another. This is because some of the activities the childminder provides do not offer challenge for some of the children and they get easily distracted. This does not support their concentration and ability to persevere with difficult tasks.
- Children develop a good understanding of the importance of a healthy lifestyle. The childminder works in partnership with parents to ensure children bring in healthy packed lunches. Children talk about how important cheese is for their bones to become strong. They get plenty of fresh air and exercise and enjoy running about, climbing and sliding in the garden.
- The childminder helps children develop good communication and language skills.

She reads stories throughout the day. She helps children recall what they know and learn new things. For example, she reads a story that has lots of picture of people from different parts of the world. She asks children lots of open-ended questions to encourage them to talk about what they know and can see. This helps them accept that we are all different and to respect each other. The childminder models language very well. She explains why and what things are. She gives children plenty of time to respond to her questions.

- The childminder has good relationships with parents. They are very pleased with the care and warmth the childminder gives to their children. However, parents do not always understand the learning that their children have achieved when at the setting. The childminder does not effectively share how children have learned new skills. This means parents may not be able to continue this learning at home.
- The childminder attends regular training to develop her practice. She reflects on the needs of her children and attends courses to help her improve her practice to support them. She works closely with the local authority, so she is kept up to date with changes in policy and practice. The childminder liaises well with the local school and pre-school when they share care and education of the same children. This ensures these children make consistent progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder securely understands her duty to safeguard children. She attends regular training to ensure her knowledge of child protection is robust. She knows all categories of abuse including the 'Prevent' duty. The childminder knows how to identify signs of abuse to protect children. She knows when and who to refer to if she has concerns. She understands what actions she needs to take if an allegation is made against her and a household member. The childminder helps the children to understand how to use the internet safely. She regularly assesses risk in her home and on outings. She acts quickly to reduce hazards and keep children safe.

What does the setting need to do to improve?

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

- provide more challenging activities during children's self-chosen play, to extend their learning and help them to stay focused for longer periods
- share how children have learned new skills and knowledge during activities with parents, so they understand how to further support their children at home.

Setting details

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| Unique reference number | 104139 |
| Local authority | Devon |
| Inspection number | 10234041 |
| 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 | 3 to 10 |
| Total number of places | 6 |
| Number of children on roll | 18 |
| Date of previous inspection | 7 February 2017 |

Information about this early years setting

The childminder registered in 1999. She lives in Ottery St. Mary, Devon. She is open from 7.30am to 6pm on Monday to Thursday, and from 7.30am to 9am on Fridays, all year. The childminder receives early years government funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sian Bath

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- 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 and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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