

Childminder report

Inspection date: 30 November 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 are happy and settled in the care of this childminder. Toddlers are confident and feel a sense of belonging. For example, they cheerfully interact with the inspector and engage her in their play. The childminder has good expectations and encourages children to make their own choices and explore the environment. Children are clearly very fond of the childminder. Toddlers confidently choose what they would like to play with from a wide range of resources in the childminder's playroom. Children have many opportunities to develop their physical skills with this childminder. They visit the marina, local parks and soft-play centres and play outside in the garden. The childminder provides children with experiences to develop their fine motor skills, in preparation for early writing. For example, children enjoy making their own collage pictures using patterned papers. Mathematical skills are developed through the learning activities, such as completing caterpillars by adding balls of play dough to the image. The childminder uses this activity to revise counting in sequence with the children. The childminder networks with other childminders, which provides children with opportunities to play in a larger group. Children are kind and sociable and show care for each other. The childminder teaches children to share, take turns and use good manners.

Children are inquisitive and willing to have a go at developing skills. The childminder provides sensitive support, so children persevere and are pleased with their achievements. The childminder provides an environment where speaking and listening skills are highly valued and children are skilled communicators. When discussing possible learning activities for December, the children are animated in sharing their ideas. The childminder responds in a way that shows respect, and ensures children know they can contribute to their own learning.

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

- The childminder knows the children she cares for well and confidently describes what children already know, understand and can do. However, the childminder does not fully consider what each individual child needs to learn next when planning activities and her curriculum.
- Children benefit from sensory-play experiences. This supports them to develop their fine motor skills and hand-to-eye coordination. The childminder is mindful of adapting experiences for all children to feel fully included and be able to participate. For example, younger children are encouraged to explore the play dough ingredients by making marks in the salt and flour, while the older children make the play dough mixture with the childminder.
- The childminder demonstrates commitment to her own continuing professional development. She attends training sessions and webinars to extend her knowledge, then applies it to her practice with the children. For example, the

childminder completed a training course on 'play spaces' and used the information gained to adapt her playroom to benefit children's learning.

- All children seek out the childminder for comfort, and she celebrates their efforts and achievements as they play. She delights in their company. As a result, children are confident and get involved in a range of experiences from imaginative play to cooking and cutting activities.
- The childminder encourages children to complete everyday tasks for themselves, such as putting on or removing their own shoes and coats, and attending to their toileting needs when they are ready. This supports their developing independence skills, which in turn supports them in readiness for their next stage of learning.
- The childminder ensures there are storybooks available in all the spaces the children access. However, she does not read books regularly enough and model the enjoyment and skills gained from sharing stories.
- Parent partnership is actively encouraged by the childminder to ensure children receive care and education that fully meets the needs of every child in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises children well to keep them safe. The childminder attends training to keep her knowledge of how to protect children up to date. She knows the procedures to follow should she have concerns about a child's welfare. The childminder checks the environment each day to minimise risks to children. She teaches children how to keep themselves safe. For example, older children learn about road safety on their regular outings. The childminder has a pet cat. She makes sure that children are always supervised when they are around her pet and follows appropriate hygiene routines after interacting with the animal.

What does the setting need to do to improve?

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

- further develop the planning and assessment cycle to swiftly identify and support children's next steps in learning, so that they make the best progress possible
- extend opportunities for children to develop early reading skills.

Setting details

Unique reference number	EY314319
Local authority	Torbay
Inspection number	10234962
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	0 to 3
Total number of places	3
Number of children on roll	6
Date of previous inspection	15 February 2017

Information about this early years setting

The childminder registered in 2005 and lives in Brixham, Devon. The childminder offers her service four days a week, from 8am to 6pm.

Information about this inspection

Inspector
Shirley Evel

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- 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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