

# Childminder report

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Inspection date: 14 February 2023

<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 happy in the care of this experienced childminder and her assistant. They learn how to be independent through putting on their own shoes and helping themselves to drinking water. They select their own toys to play with and contentedly push around their favourite toy cars in the play area. Children learn how to share toys and take turns. Older children delight in playing board games with the childminder. They concentrate well as they hook the plastic fish in a fishing game, learning about colours and numbers as they play. Behaviour is very good.

The childminder has organised her home to make it a highly attractive space to play. Children benefit from quality toys which promote their learning in all areas of the early years foundation stage. Children practise mark making for a purpose throughout the day. They sing and dance to music with the childminder's assistant as part of their physical development. They delight in finding snails in the garden and share their excitement with the childminder. They learn to scoop compost into pots and plant seeds. They grow food and learn how to bake with their produce, making food, such as strawberry cakes and biscuits.

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

- The childminder ensures that both her own and her assistant's knowledge is up to date. They both take part in regular online training on a wide variety of subjects linked to childcare and the early years foundation stage. For example, undertaking training on supporting young children with special educational needs and/or disabilities (SEND). The childminder and her assistant both confidently talk about what they have learned and how this impacts on their work with children.
- Children with SEND are particularly well supported. The childminder and her assistant are both knowledgeable and confident in recognising children who have SEND. The childminder makes timely referrals and works in close partnership with other agencies to help children make good progress. For example, she puts in place good routines and uses both visual aids and sign language to support children.
- The childminder supports children who are bilingual very well. She has made the effort to learn words in their additional language and uses them as she plays with the children. For example, she includes counting words in both languages as they set up a pretend shop. The childminder and her assistant use bilingual picture books to teach young children new words in both languages.
- The childminder and her assistant extend children's understanding well. They describe how things work and introduce new vocabulary to the children such as, 'clockwise' and 'anticlockwise'. Children listen very carefully to the adults as they

speak and relish the opportunity to investigate different toys, including the toy washing machine. However, the childminder and her assistant are very chatty and in their enthusiasm do not always give children enough time to answer questions or express their own ideas as they play.

- Parents are very happy with the service the childminder provides. They praise her for how well she supports the children's learning and well-being. The childminder makes all parents aware of upcoming events through regular letters. She completes individual daily diaries using a secure online application to ensure parents are aware of their child's progress. She takes into account the views of parents through the use of questionnaires and adapts her practice where necessary.
- The childminder and her assistant know the children very well. They can confidently talk about children's progress over time and about how their experiences impact their development. For example, they recognise that children who attend more than one setting may need additional help with a change of routine. They skilfully extend children's learning to ensure that their next steps are met. They include children in making plans about their day, such as when choosing to visit the local park. The childminder and her assistant work closely in partnership together to ensure children make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is diligent about keeping up to date with her safeguarding knowledge and ensures her assistant also takes part in regular safeguarding courses. The childminder and her assistant confidently talk about how to report safeguarding concerns about children and what to do if an allegation is made about them. They both have good knowledge of a wide range of safeguarding concerns, including the 'Prevent' duty. The childminder ensures the children are safe in the property through the good use of supervision and additional measures such as, baby gates on the steps in the garden and on the kitchen door. She carries out regular fire drills and has a fire evacuation bag in case of an emergency.

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

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

- give children more time to answer questions and express themselves, and develop their communication even further.

## Setting details

<b>Unique reference number</b>	EY380696
<b>Local authority</b>	Devon
<b>Inspection number</b>	10262855
<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>	1 to 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	5 April 2017

## Information about this early years setting

The childminder registered in 2008. She lives with her family in Exeter, Devon. The childminder works alongside her husband who is her assistant. She provides care on Mondays to Fridays, from 7.30am to 6.30pm, all year round. She offers free early education to children aged two, three and four years. The childminder holds a relevant qualification at level 3.

## Information about this inspection

**Inspector**  
Leanne Edge

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about the children's learning and development.
- Children communicated with the inspector during the inspection.
- The inspector spoke to the childminder's assistant and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- Parents shared their views on the setting with the inspector.
- The childminder provided the inspector with 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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