

Childminder report

Inspection date: 28 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and safe at the setting. They enjoy their time with the childminder and have formed secure attachments with her. She has created a warm, calm environment and she responds to their needs. For example, she asks children if they would like to carry on playing instead of stopping for snack when they are engrossed in their play. Children are confident learners and highly independent in their play.

Children learn about healthy lifestyles. They choose fruits from the local shop and help prepare these for eating. The children bring healthy lunches, and they discuss what foods they have. The childminder includes babies in these talks, and she supports them by modelling the language for items that children cannot say. She includes all children in activities and values their contributions. Children visit local dentists to find out about how to keep their teeth clean and why this is important. The childminder reminds children of what they have learned, and they practise these skills in the setting. For example, children brush 'sugar' off plastic teeth, and the childminder reminds them of how to move the brush up and down. Children wash their hands before eating. Consequently, they learn about the importance of good hygiene practices.

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

- The childminder sets an ambitious curriculum for all children and knows how to meet their learning and development needs. She seeks new training to continually improve her teaching. She provides engaging activities for children and allows children to follow their own interests, which they do with confidence from the many resources available. All children make good progress in all areas of the early years curriculum, including funded children and children with special educational needs and/or disabilities.
- The childminder develops good relationships with other settings that children attend and outside agencies. She is proactive in sharing information about children and seeks support for them as soon as it is needed. For example, she regularly shares and receives information from other settings children attend. This creates a consistent approach for children's learning.
- The childminder works closely with parents and carers. She gets to know the children and families well before children start and builds strong bonds immediately. Children benefit from this level of care, which means they settle quickly when starting with the childminder. The childminder makes assessments of children in their play and completes accurate next steps. She shares this information with parents and gives them ideas on how they can support their child's learning at home.
- Children develop good communication and language skills and a love of reading.

The childminder sings songs with children, and she encourages them to join in with the actions, which they enjoy. They fill in gaps in the songs, and she repeats words back to children to show how to pronounce them correctly. Children ask the childminder to read stories that they have chosen from the library, and she responds positively to their requests. She sits with children and they cuddle into her. She encourages them to turn the pages of the book, which encourages their independent reading skills.

- The childminder supports the development of children's social skills and confidence. She takes them on daily outings and meets with other childminders. The children learn to socialise in larger groups and build their confidence to go to places that they are not familiar with. They benefit from the variety of trips the childminder offers, such as woodland walks, visits to mosques and trips to local museums. Children build their knowledge of the wider world and learn to appreciate the cultures around them.
- The childminder develops children's personal and emotional skills. For example, she reminds children to use 'kind hands' and to think about how other children will feel if they take their toy. Children respond positively to these interactions and behave well. They learn to share resources, take turns and consider the feelings of others. They show high levels of thoughtfulness. For instance, babies collect water bottles for other children to see if they want a drink. However, the childminder misses opportunities to further promote children's early social skills and respect. For example, she does not encourage children to say 'please' and 'thank you' during their interactions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places a high importance on the safety of children. She assesses risks and takes measures to reduce the likelihood of harm. For example, she has created an enclosed garden space and checks the outside area is clean and safe before children access the toys. The childminder understands her responsibility to safeguard children. She regularly updates her training and has a very good knowledge of safeguarding issues. She knows the signs and symptoms that may indicate abuse and works closely with outside agencies, such as health visitors and social services. She seeks out additional training to ensure she can protect the children in her care. For example, she recently updated her knowledge on how to recognise the signs of children being subjected to radicalisation and the appropriate steps to take to protect them.

What does the setting need to do to improve?

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

- encourage children to say 'please' and 'thank you' to further promote their social

skills and understanding of how to show respect for others.

Setting details

Unique reference number	2602637
Local authority	Torbay
Inspection number	10262822
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	1 to 7
Total number of places	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Torquay, in Devon. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector
Rebecca Martin

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 she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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 has been implemented and the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector considered written accounts from parents to gain their views of the childminder.
- The childminder provided the inspector with a sample of key documentation on request, including her first-aid certificate.

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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