

Childminder report

Inspection date: 14 March 2023

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 in the childminder's welcoming home. They show that they feel safe and secure. Children are settled and build strong relationships with the childminder. Children develop a keen interest in reading. They listen to stories and ask questions about what is happening in the book. They comment on the characters and are keen to turn the page to find out what happens next. They enjoy choosing books from the local library and sharing these with the childminder and parents.

Children's behaviour and attitudes are good. The childminder supports children to think about how they can respect others and build an understanding of diversity. Children learn that people have different likes and dislikes and that we are all unique. They find out about other cultures and religions beyond their immediate experiences. Children have opportunities to explore the community around them and learn about the wider world. They visit local parks and museums and learn about important people who help us. For example, they meet local police and lifeguards and find out how these people help us to stay safe. Children are kind and use good manners. For example, they say 'please' and 'thank you'.

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

- The childminder has a clear intention for the curriculum and the activities she provides for children. She knows what knowledge and skills she wants children to learn. For example, she encourages children to develop independence and confidence. She offers them choices in their play and supports them to learn how to dress and undress themselves without help.
- Children with special educational needs and/or disabilities are supported well. The childminder works closely with parents, outside agencies and other settings children attend to meet the needs of children. Parents feel well informed about their child's learning and are complimentary about the childminder. Children benefit from this consistent approach and make good progress in their learning and development. The childminder thoughtfully links to children's experiences out of the setting, reinforcing their learning effectively. For example, she takes children on trips to see baby animals when they are learning about what happens in spring time in the nursery they attend.
- The childminder considers the needs of the children when self-evaluating her practice. She selects training that is focused on developing her knowledge to better meet the learning and development needs of the children in her care. For instance, she uses Makaton training to support the communication skills of children with speech and language delays.
- The childminder understands the importance of supporting children's communication and language skills. For example, she encourages children to

learn the words to songs and leaves gaps for children to say missing words. Children enjoy taking part in these activities and ask for more songs. The childminder encourages children to explain their thinking and practise their early language skills. However, although she models how to pronounce words to support their speech and language, she misses opportunities to teach older children the correct grammar, to further support their language development.

- The childminder regularly meets up with other childminders in the area. She uses these opportunities to support children's social skills and confidence with other adults and children.
- Children develop a good knowledge of numbers. The childminder skilfully promotes counting during children's play and offers support when needed. For example, when children are not sure which number comes next after the number nine, she recounts for the children and leave a gap for them to fill. Children continue the activity and show progress from these interactions by counting to 13 accurately, remembering the number 10.
- The childminder supports children to learn about the importance of good hygiene, to keep themselves healthy. For example, children wash their hands after blowing their nose and learn about washing off 'the germs'. However, the childminder does not develop children's understanding of healthy food choices to further promote their healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has rigorous risk assessments in place to ensure that children are safe from harm while in her care. She understands her responsibility to report any safeguarding concerns about the children she looks after and where to report her concerns. The childminder regularly refreshes her training to keep her knowledge updated. She confidently identifies the signs and symptoms that may indicate a child is at risk of abuse. She has a good knowledge of a broad range of safeguarding concerns, including radicalisation and the 'Prevent' duty.

What does the setting need to do to improve?

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

- support older children to extend their language and speaking skills, challenging them consistently
- provide opportunities for children to learn about healthy food choices.

Setting details

Unique reference number	104381
Local authority	Devon
Inspection number	10264798
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 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	27 June 2017

Information about this early years setting

The childminder registered in 1997. She lives in Ivybridge in Devon. The childminder is available from 7.30am to 5.30pm, Monday to Friday, all year round. 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 and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector considered written accounts from parents to gather their views on the childminder.
- The childminder provided the inspector with a sample of key documentation on request, including her first-aid certificate.
- An observation of the quality of teaching was conducted and evaluated by the childminder and the inspector.

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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