

Childminder report

Inspection date: 26 April 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, safe and secure in the carefully considered environment. They have access to dedicated play areas, inside and outside. Children arrive eagerly to play with their friends and explore a wide range of enticing activities that support their learning well. Children share their ideas about how to position guttering to enable a ball to travel along it. This helps them to develop their problem solving-skills. Younger children learn how to navigate the play areas, including getting in and out of the soft-play area. This supports their physical development and coordination.

The childminder knows the children very well. Children form close bonds with her, her co-childminder and with other children who attend the setting. The childminder adapts the routines to meet the needs of the individual children. For example, she recognises when younger children are tired and takes them to the cots to sleep. Children behave very well. They learn to share and take turns. Children show high levels of self-control, independence and self-help skills. Younger children are supported to feed themselves with spoons. Older children use the toilet independently and wait for their friends, taking turns to wash their hands.

All children make good progress in the setting. The childminder understands the skills children need to prepare them for school. She shares information about children's learning and development with their parents and with schools that children move on to. Children leave the setting as confident individuals ready for the next stage in their learning.

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

- The childminder and her co-childminder minder have created an ambitious curriculum that supports children to learn in a sequenced way. The childminder understands what interests the children and uses this knowledge to plan how to move them on in their learning. She strongly believes that children learn best through play. She carefully intervenes as children play, to ask them questions and offer suggestions. For example, as children play with shapes, she asks them to name the shapes they know and introduces shapes, such as octagons. She helps them to remember this by comparing the number of sides with an octopus and telling them that 'octo means eight'.
- Children persist for long periods as they attempt challenging tasks. They show high levels of concentration as they work out how to fit pieces of a puzzle together. The childminder praises children for their efforts. Children show a sense of accomplishment as they declare, "I've done it". Young children beam as they manage to successfully climb a step.
- Older children take part in singing and story group time with enthusiasm. They

listen intently to stories and suggest what they think may happen next. Children develop a love of books as they describe their favourite books. All children are encouraged to take part in group story time, but the stories being shared are too complex for the younger children. They are given simpler books to look at during story time. However, the childminder does not make use of the time to focus on supporting the younger children's language development.

- Children are supported to lead healthy lifestyles. They learn the importance of a healthy diet and oral hygiene. Older children explain that they need to brush their teeth morning and night, 'so they don't fall out'. Children are physically active and have regular opportunities to exert themselves as they play in the soft-play area.
- Parents report that they are well informed about their children's learning and development. They are impressed with the social skills and good manners their children learn. Parents are confident that their children are happy and enjoy their time in the setting.
- The childminder works well with her co-childminder and they have a wealth of experience between them. They reflect on the service they provide and they work in partnership with other agencies to continually evaluate how it supports the children in their care. They have made changes to the play areas to ensure that they are engaging and stimulating for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places great importance on children's safety and well-being. She ensures that her child protection knowledge is up to date. She is confident in recognising a wide range of signs that may indicate a child is at risk from harm. The childminder knows how to respond to and report any concerns she may have. The childminder regularly assesses any risks in the environment and teaches children to manage risks in order to keep themselves safe.

What does the setting need to do to improve?

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

- make better use of story times to support the language development of the youngest children.

Setting details

Unique reference number	154010
Local authority	Devon
Inspection number	10279909
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	6
Number of children on roll	9
Date of previous inspection	21 September 2017

Information about this early years setting

The childminder registered in 1999 and lives in Teignmouth, Devon. She offers care every weekday, from 7am until 7pm, all year round, except public holidays. The childminder receives funding for the provision of free early years education for children aged two, three and four years. The childminder is qualified to level 3 in childcare and education. The childminder works with her husband, who is also registered as a childminder.

Information about this inspection

Inspector

Den Russell

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 and has taken that into account in her evaluation of the setting.
- The childminder and the inspector discussed how the early years provision and curriculum is organised.
- The childminder discussed the leadership of the setting with the inspector.
- The inspector spoke to children throughout the inspection and observed them in their play.
- The inspector spoke to parents to gather their views.
- The inspector reviewed first-aid certificates.

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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