

Childminder report

Inspection date: 13 June 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 Good

What is it like to attend this early years setting?

The provision is good

Children are happy and have positive relationships with the childminder and her assistant. Adult and child interactions are warm and responsive. Children explore the environment with confidence. Children feel safe and secure. They follow familiar routines and willingly interact with adults and their peers. For example, they talk about their experiences, such as moving home, and they offer toys and talk to one another.

Children have a positive attitude to learning. They follow their own interests and choose how to spend their time. The childminder and her assistant support their learning through this play. For example, the childminder's assistant helps children to count and recognise colours as they play with toy cars. The childminder knows the children well and supports their learning. She values children's individuality and interests. Children make good progress in all areas of learning.

Children engage in a range of different activities to support their learning throughout the day. For example, they explore capacity through water play and learn about cause and effect while making play dough. Children also enjoy quieter moments, sharing a favourite rhyming story read by the childminder after lunch. Children have opportunities to learn about the world around them. They grow strawberries, visit a local nature reserve and cook together regularly.

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

- The childminder provides a rich learning environment where children play indoors and outdoors. The space and resources available enable children to follow their interests and extend their learning. For example, children access kitchen equipment to pretend to cook with the play dough that they have made and explore floating and sinking through water play.
- The childminder builds her curriculum around children's interests. She knows the children well and identifies what the children need to learn next. She provides activities to help them gain further skills. For example, she plans a play dough making activity to support children's vocabulary and encourage them to take turns. However, at times, activities and interactions do not consistently target children's next steps as well as they could.
- Children hear and use language throughout the day. The childminder and her assistant are responsive to young children's non-verbal cues, and they model language and vocabulary. They engage in conversations with older children. For example, when children look through binoculars, the childminder discusses what they might see in the sky. The childminder talks to children about the strawberries they are growing and why not to water them in the hot sun. Children communicate confidently with adults and peers. On occasion, the

childminder and her assistant do not give children the time they need to think about and answer questions.

- The childminder and her assistant give children who speak English as an additional language the support they need with their communication. The childminder has worked with parents to learn some keywords in children's home language to help her meet their needs.
- The childminder and her assistant encourage children's self-help skills. Children put on their shoes, wash their hands and select the resources they need themselves. Children are very independent.
- Children build positive relationships with their peers. For example, they seek out a particular friend and invite them to play by offering a toy or asking them a question. Children happily chat to each other at lunchtime. Children's interactions are warm and harmonious.
- Outside, children engage in physical play activities and learn related skills. For example, children develop stability as they climb steps and use the slide. They develop coordination skills as they shoot balls into a net. Children often use soft-play equipment and engage in music and movement activities. Children's gross motor skills are developing well.
- The childminder and her assistant provide a range of opportunities for children to learn about mathematical concepts. For example, children learn about halves and quarters as they prepare fruit for snack, and they learn to count as they stack wooden blocks.
- The childminder and her assistant encourage children to listen to each other, take turns and share. They consistently explain to children the behaviour they expect. The children themselves remind each other how to behave appropriately. For example, they remind each other to share and how to use the slide with care. Children's behaviour is very good.
- The childminder works in partnership with parents. She communicates regularly about children's learning and activities through conversations, newsletters and an online portal. Parents report that they are very happy with the care and education that the childminder provides and that their children have made good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and secure environment in which children can learn. She and her assistant have received appropriate safeguarding training and know what to do if they suspect that a child is at risk of harm. The childminder records accidents or injuries and shares these with parents. The childminder and her assistant teach children how to keep themselves safe, for example by reminding them to hold handrails and to apply sunscreen.

What does the setting need to do to improve?

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

- extend the curriculum further to focus more sharply on what children need to learn next
- give children time to respond to questions, enabling them to develop their language and thinking skills further.

Setting details

Unique reference number	EY455672
Local authority	Devon
Inspection number	10289345
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 10
Total number of places	12
Number of children on roll	8
Date of previous inspection	21 November 2017

Information about this early years setting

The childminder registered in 2012. She lives in the St Loyes area of Exeter, Devon. The childminder's husband works as her assistant. They provide care from Monday to Thursday, throughout most of the year, between 7am and 4pm. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Rebecca Hayday

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 childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and children's learning and development.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- Children communicated with the inspector during the inspection.
- The inspector read emails and questionnaires from several parents during the inspection and took account of their views.
- 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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