

# Childminder report

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Inspection date: 26 June 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 and settled in the childminder's care. Children have good relationships with one another and regularly give each other cuddles as they play. They are inquisitive and confidently ask the childminder questions to find out more about different topics. The childminder patiently answers all of their questions, extending their understanding of the world around them as she does so. She provides interesting learning experiences as part of a rich and varied curriculum. Children take part in regular outings. They recall exciting trips on the bus and the train. Children are excited by and engaged in their learning.

Children learn how to keep themselves healthy. They water vegetable plants in the garden to help them grow. Children eat healthy meals. They take part in activities linked to oral hygiene, including an exciting visit from a dentist to their local childminding group. Children develop independence and confidence in brushing their teeth. They listen carefully, as the childminder reads them a wide variety of good quality books which promote discussion. She introduces them to new vocabulary and concepts, such as how our hearts feel like they are racing when we exercise. The childminder regularly reviews her provision and adapts her practice in response to training she has completed.

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

- The childminder provides an ambitious curriculum. She has a good knowledge of child development and aims to help children to meet their full potential. The childminder works one-to-one with children to provide challenging, personalised activities. She repeats learning to ensure that key ideas are embedded. She carefully monitors children's progress and praises children for how well they are doing.
- Children make good progress in mathematical development. Older children learn to count, recognise numbers and order them during carefully planned activities. The childminder uses interesting experiences which capture their imagination to develop their knowledge, such as filling jugs with water to pour onto guttering. She supports children well in using mathematical language as they play, including words linked to measures and capacity. She effectively teaches children strategies to solve problems independently.
- The childminder promotes diversity very well. Children learn about different cultures and how to count to ten in a variety of languages. The childminder sensitively talks to the children about differences and what makes us unique. She uses high quality books which help the children to understand these concepts, such as encourage the children think about the colour of their eyes. The childminder ensures her setting is inclusive and welcoming to all.
- Teaching is good. The childminder skilfully interacts with the children. She

adeptly uses questioning to deepen the children's understanding and makes good links to other subjects to extend their learning. However, sometimes younger children are left to wander and become disengaged when the childminder is working more closely with the older children.

- The childminder is confident in recognising when children have special educational needs and/or disabilities (SEND). She makes referrals where necessary to the appropriate agency, such as for speech and language support. She works in partnership with shared settings to discuss information about children, to provide continuity of care. She completes detailed transition documents for children moving on to school. However, she shares this information a little too late in the school year for it to help provide the smoothest possible transition, particularly for those children with SEND.
- Parents are very happy with the childminder. She seeks their views on the setting through the use of regular questionnaires. Parents praise the childminder's good communication and excellent care for their children. The childminder is skilled at supporting parents and provides them with advice on a range of issues, such as positive behaviour management.
- The childminder is a good role model. She promotes the use of good manners and is calm at all times. She has developed an effective range of strategies over time to help children to listen and be kind to each other. Children learn to manage and talk about their emotions as part of their day-to-day learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises her responsibilities to keep children safe. She carries out robust risk assessments to minimise the potential risks to children. She confidently recognises the signs that might suggest a child is at risk of harm. She has robust procedures in place for recording her concerns and knows who to contact for further safeguarding advice. The childminder has put in place special garden rules to help children learn to keep themselves safe outside. For instance, they know they have to wait to hold her hand to walk down the steps from the kitchen door into the garden.

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

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

- refine the planning of adult-led activities to ensure that children remain effectively engaged at all times
- strengthen links with local schools so transition information is shared earlier, especially for those children with SEND.

## Setting details

<b>Unique reference number</b>	EY483528
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10298798
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	8 January 2018

## Information about this early years setting

The childminder registered in 2014 and lives in Plymouth, Devon. She offers care every day, from 7.30am until 5pm, all year round, except public holidays. The childminder receives funding for the provision of free early years education for children aged three and four. She holds a relevant level 4 childcare qualification.

## 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 setting.
- The childminder showed the inspector the premises and discussed how they ensure those 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with 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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