

Childminder report

Inspection date: 4 July 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 this warm and inviting home-from-home environment. The childminder has created interesting spaces for children to play in and access toys at their level. Children excitedly find a crocodile game to play together. They delight as they practise cleaning the toy crocodile's teeth and laugh when it gently snaps on the brush. The childminder regularly joins in children's play and gives them plenty of time for one-to-one attention. She is kind and nurturing, providing reassuring cuddles to children when needed.

Children spend lots of time learning outdoors as part of a rich and varied curriculum. They learn how to safely pick herbs in the garden and talk about their smell and texture. They learn new words and develop their fine motor skills as they use a pestle and mortar to crush the herbs to add to their play dough. The childminder works well alongside other childminders to provide children with opportunities to socialise as part of a larger group. For instance, they regularly take part in forest and beach school activities together.

Children learn about their own and their friends cultural heritage. They listen and dance to music from other countries. They find out about national days of celebration through meaningful craft activities. Children become aware of diversity and begin to understand what makes them unique.

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

- The childminder provides the children with an interesting and wide-ranging set of experiences. She ensures that all children receive the highest quality care and education. She takes into account the individual next steps of the children when planning activities and considers how the activity is adapted to meet their needs. However, at times, she does not ensure that most-able children are provided with enough challenge to develop their skills even further, particularly when they are taking part in creative activities.
- Children with special educational needs and/or disabilities make good progress. The childminder carefully monitors the progress of children with medical needs and readily shares information with the relevant agencies. She diligently plans activities that are linked to advice given by other professionals, including those for children with speech and language difficulties.
- Children develop a love of stories. They access the good range of favourite tales independently and enjoy looking at the pictures. The childminder's enthusiasm for books is infectious. She plans story times in advance and uses resources to help bring a story to life. However, the youngest children find it difficult to take part and fully engage as the childminder focuses the activities and questioning towards the older children.

- Children are confident and well behaved. They excitedly talk about their favourite activities and share resources well. Children demonstrate secure attachments to the childminder, which promote their well-being. They respond very well to her calm personality and readily ask her questions and for help when they need it.
- The childminder works closely with parents. She sends activities home with the children to support their learning, such as giving them vegetable seeds to plant with their families. She is knowledgeable and targets support for parents to help with their children's developmental needs. Parents praise the childminder for the care she gives their children and her incredibly kind and nurturing spirit. Parents are well informed of their children's progress through regular written and verbal feedback.
- The childminder evaluates her provision well. She identifies gaps in her knowledge and is proactive in seeking out relevant training opportunities, such as through joining a local stronger practice network of early years providers. She uses her new skills and knowledge effectively with her interactions with children, for example, through putting a greater emphasis on teaching mathematical vocabulary as part of all activities.
- The childminder works well alongside children's additional early years settings to share information. She ensures that children have shared next steps across both settings where appropriate. She completes transition documentation effectively for those children about to start pre-school or school, and prioritises time to talking to the staff in these settings about children's individual needs. Children are ready for the next stage in their learning, including going to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is diligent in ensuring that children are safe in her care. She regularly assesses risk in her home, including in regard to family pets. She has firm rules in place to allow children to stay safe when playing in the garden. The childminder follows robust procedures to ensure that children with severe allergies are kept safe in her home. She is confident in recognising the signs and symptoms of abuse and keeps records of her concerns where necessary. She knows what action to take if she has a concern about a child.

What does the setting need to do to improve?

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

- provide sufficient challenge for the most able children, particularly during creative activities
- develop group story times to make them more accessible and engaging for babies and toddlers.

Setting details

Unique reference number	EY494244
Local authority	Torbay
Inspection number	10298800
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 8
Total number of places	6
Number of children on roll	15
Date of previous inspection	8 January 2018

Information about this early years setting

The childminder registered in 2015 and lives in Paignton, Devon. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for family holidays. She provides funded early education for two- and three-year-old children.

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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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