

Childminder report

Inspection date: 5 October 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 feel safe and secure with the childminder. When they arrive at her home, they follow established routines such as hanging up their belongings and putting their shoes away tidily. Children understand and follow instructions effectively, such as when the childminder asks them to wash their hands before eating. Children behave well and play cooperatively. They teach the childminder new dance routines and enjoy laughing together. The childminder talks to the children about the different dances she learned years ago and shows how to do them.

The childminder knows children well and plans her curriculum to support their learning and development. For instance, children learn about 'Harvest Festival' and what this means. The childminder shows children pictures of the 'horn of plenty', informing children about the hollow, horn-shaped wicker basket filled with festive fruit and vegetables. Children learn about the change of seasons. The childminder explains that England calls this time of year 'autumn' and in some other countries, such as America, they use the word 'fall'. She talks about how this links to the leaves falling off the trees. Children develop a good understanding of the world and learn about similarities and differences. They all have a positive attitude to learning.

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

- Parents comment on how the childminder provides good communication on their child's development and how she provides ways to support them at home. They state how their children are 'happy and well looked after' in a safe environment. Parents say the childminder is 'accommodating and flexible'.
- The childminder extends children's learning around recent topics. For example, children learn about the Canadian Rockies mountain range. She builds on their prior knowledge and links this to the 'Top 10 Most Iconic Animals' in Canada. Children learn about beavers, moose, polar bears and the monarch butterfly. The childminder talks to them about the 'World Wild Fund for Nature' (WWF) and its being a conservation organisation.
- The childminder provides children with healthy snacks. Children enjoy warm soup with bread followed by yoghurt and fruit. She ensures children drink water after their meals to wash away leftover food to support good oral hygiene. However, she does not engage children in conversation about the food they are eating to support their understanding of a healthy diet.
- Children have good communication skills. The childminder repeats phrases and speaks clearly and slowly, pronouncing letter sounds accurately for children to hear and say. Children confidently engage with the childminder and make their needs known.
- The childminder encourages children to learn about the letters in their name.

She talks to them about the sounds and demonstrates letter formation. The childminder encourages children to work out which letter comes next in the sequence to support their early reading skills.

- Children enjoy mark-making activities, such as colouring in pictures of the Canadian flag or harvest festival images. The childminder talks to children about the different vegetables in the picture, explaining that chestnut mushrooms have a brown top and taste slightly different than white mushrooms. Children enjoy using crayons to colour their pictures to support their hand-eye coordination. However, occasionally, the childminder does not always extend their physical skills in other areas such as mealtimes.
- The childminder provides activities to keep children engaged and interested. Children learn that maple syrup originates from Canada. They enjoy making banana cake using the syrup within the recipe. Children learn about measuring using different-size cups, supporting their mathematical skills.
- The childminder has formed positive links with nearby early years settings and local schools where children attend. She shares information about children's development where appropriate and informs parents of any messages from other professionals.
- Children enjoy participating in small tasks and understand how to take turns. For instance, on their chosen day, they enjoy unlocking the childminder's door with the key. They like being the 'special helper' for daily responsibilities, such as setting the table for mealtimes. Children understand the importance of patience and sharing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder helps children to understand safety rules. For instance, children know not to run ahead when walking to and from school. She encourages older children to be good role models for their younger peers and teaches them all about road safety. The childminder and younger children wear high-visibility jackets so they can easily see one another when outside of the setting. The childminder understands her roles and responsibilities in protecting children from harm. She knows when a child may be at risk and of the local safeguarding partners she needs to contact if necessary.

What does the setting need to do to improve?

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

- engage children in conversation about the food they are eating to further develop their understanding of a healthy diet
- use all opportunities to further extend children's hand-eye coordination to support their physical skills.

Setting details

Unique reference number	117324
Local authority	Plymouth
Inspection number	10305243
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 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 February 2018

Information about this early years setting

The childminder registered in 1994 and lives in Peverell, Plymouth. She offers care before and after school on Thursdays and Fridays, from 7.25am until 9.15am and 3.10pm to 5pm. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Joanne Steward

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 provider.
- 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 interactions between the childminder and children.
- The inspector carried out a joint observation of a mark-making activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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