

# Childminder report

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Inspection date: 21 November 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</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 outstanding**

Children flourish in the care of the dedicated and passionate childminder. She provides home visits for children and their families prior to starting. She gets to know them exceptionally well and brings along resources that will capture children's interests to begin the settling-in process. She tailors these visits to children's individual needs, so that when they join her setting, children feel confident and emotionally secure. This helps children to begin their journey with a highly positive attitude to learning. Families comment on the childminder's exceptional care and practice.

The childminder plans a detailed and well-thought-out curriculum to ensure it meets every child's developmental stage, based precisely on their next steps of learning. She provides children with effective and stimulating educational opportunities. These build on children's prior knowledge and existing skills, helping them to make excellent progress from their starting points.

The childminder shows complete commitment in ensuring children reach their full potential, including those with special educational needs and/or disabilities (SEND). For instance, she specifically adapts her strategies to ensure all children can learn to communicate in different ways. She shows children real items to help support their understanding and, as they progress, begins to use more complex visual aids. Children respond extremely well to the childminder. They have formed highly positive relationships and behave meticulously.

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

- The childminder is highly reflective. She updates her professional development frequently and carries out research ideas to benefit children. For example, she recognises the impact of COVID restrictions on children's experiences around the natural world. She actively attended in-depth training with a leading gardening charity to help children embrace the awe and wonder of nature. Children learn how to grow their own fruit and vegetables, develop their understanding of harvesting and then enjoying eating the healthy foods. Children then use the seeds, such as from runner beans, to re-plant and grow again.
- The childminder uses her assessments exceptionally well to identify any gaps in children's development. She is quick to address these, liaising with families and external professionals to ensure children receive the additional support they need. She discusses effective strategies and builds on these as children develop to ensure they always receive valuable support. For instance, she uses 'anticipation' games to entice children into play, using methods such as 'Ready, steady, go'. This helps children, particularly those with SEND, to successfully engage and listen.

- Children develop a love of stories. The childminder plans activities around children's previous experiences and next steps, such as their recent trip to the farm and the zoo. The childminder skilfully encourages children to remember which animals they saw and to fill in missing words from the story to enhance their early reading skills.
- Children's communication and language is of high priority for the childminder. She has created a 'word laboratory' where she closely monitors children's speaking abilities, focusing on new vocabulary she wants them to learn. For instance, as children play outside with a large tray of leaves, the childminder uses actions and words to help children understand the word 'floating'. Children watch intently as the childminder throws small leaves into the air and they observe how they float to the ground. Children then make these connections themselves by copying and experimenting.
- The childminder understands children's specific needs. She enables children to explore a variety of sensory activities that they enjoy as well as introducing ones that they have yet to discover. With her ongoing reassurance, patience and calm attitude, children develop the confidence to overcome their initial doubts and explore new materials for the first time.
- Children enjoy singing their favourite songs with the childminder. She begins with singing the song first and then pausing for children to fill in the missing rhyme. The childminder praises them for their efforts and writes their achievement onto a paper leaf. Children become excited and proud when she displays their leaf on the 'I can tree'.
- The childminder teaches children about risks within the environment. When using steps, the childminder encourages children to think of the best way to climb down, such as climbing down backwards, moving down on their bottom or holding onto her hand or banister. During lunch, the childminder informs the children that the vegetable soup may be a little hot. She asks children what they will need to do. Children either blow on each spoonful or dip their bread into the soup until it cools.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder encourages children to share any worries or concerns with a trusted adult. She understands her role in protecting children from harm and has an extensive experience in identifying any concerns relating to children's welfare. The childminder is extremely confident in reporting any signs of abuse to the relevant authorities. She ensures her robust child protection policies reflect current safeguarding legislation and are up to date, while ensuring she has the necessary information she needs to report any concerns.

## Setting details

<b>Unique reference number</b>	EY495832
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10308551
<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 2
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	26 March 2018

## Information about this early years setting

The childminder registered in 2015 and lives in Torquay, Devon. The childminder offers care on Monday to Friday, from 8am to 5.30pm, all year round. She holds the NNEB 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 childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a group activity.
- Families shared their views of the childminder's provision with the inspector through written statements.
- 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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