

# Childminder report

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Inspection date: 4 December 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 settle quickly in the childminder's home. She provides an enticing curriculum to help promote their next stages of development. Children make strong progress from their starting points. They learn about mathematical concepts, such as 'big' and 'small', as they talk about differently sized Christmas baubles. They learn which are heavy and which are light. Children learn that heavier baubles will make the small tree fall over if placed on the top branches. They use their thinking skills to change their strategy, placing these at the bottom of the tree instead.

The friendly childminder promotes positive interactions through her effective role modelling. Children behave well and enjoy each other's company. They use their manners and understand the childminder's home rules. Children spontaneously give the childminder a cuddle and then ask for a 'group hug'. Children and the childminder all embrace one another. They laugh together and children show that they feel safe and secure with her.

Children are sociable and enjoy sharing photos of their experiences with visitors. They talk about the places they have visited with the childminder, such as the farm. They describe the animals that they saw and explain how they brushed the goat. Children talk about how the childminder used different cereals to create a farmyard at her home after their visit.

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

- Parents provide positive comments about the childminder. They commend her for the care and educational opportunities she offers children. They state how she provides a 'home-from-home' setting and speak of their child's achievements. Parents comment on the development of children's confidence and independence skills since starting. They say how well the childminder helps to promote learning at home.
- The childminder has gained a relevant childcare qualification since her last inspection. She also attends frequent training to update her knowledge. For example, she learned how to enhance children's communication skills. Since the training, the childminder has implemented visual aids to support children's language skills. However, she is yet to provide opportunities for children to develop and use their home language to increase their vocabulary.
- Children enjoy going on a variety of adventures with the childminder. They visit a nearby café, where the community provides themed parties. Children enjoy these new experiences, where they develop their understanding of the local area and the people who live there.
- Children generally play cooperatively. The childminder helps children to take turns with resources. At times, the childminder is keen to solve minor disputes

for children. She does not always provide effective strategies to help children solve problems independently to further develop their understanding of sharing.

- Children develop their physical skills well. They practise jumping during their favourite songs. Children enjoy activities where they can extend their already strong finger muscles. They manipulate dough to make a pretend Christmas tree and pick up small sequins to place on it. Children show skill in holding pens. They write Christmas cards to loved ones and then place them in the handmade postbox.
- Care practices are effective. The childminder encourages children to wipe their nose with a tissue and dispose of it in the bin. Afterwards, children use antibacterial gel to clean their hands to help reduce the spread of germs.
- The childminder provides children with healthy snacks. Children learn to develop their cutting skills as they chop fruit with a knife. The childminder encourages them to count out how many pieces of banana they have sliced to help support their mathematical development. Children talk about other fruit they enjoy, such as mango. They begin to develop an awareness of foods that benefit the body.
- Children enjoy taking part in 'bug hunts' in the woods, searching for different insects. The childminder extends this by enabling children to watch caterpillars change into butterflies. Children learn about life cycles. They watch in amazement as the newly hatched butterflies land on their hand before flying off into the air.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder helps children to understand potential hazards in the environment. Children know to tidy away toys when they have finished playing. They understand how walking indoors instead of running helps to prevent them from tripping over. The childminder attends frequent child protection training to keep updated with relevant legislation. She is confident in her ability to recognise and report any signs that a child may be at risk of harm. She shares information with parents, such as how to keep children safe online. This encourages them to remain alert to potential risks on the internet.

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

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

- increase opportunities for children to develop their home language to further support their communication
- develop and implement effective strategies to help children solve problems independently to further enhance their understanding of sharing.

## Setting details

<b>Unique reference number</b>	EY498400
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10311828
<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>	2 to 4
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	11 April 2018

## Information about this early years setting

The childminder registered in 2016 and lives in Torquay, Devon. She offers care from Monday to Thursday, from 8am to 5.30pm, for most of the year. The childminder receives free early years funding for children aged two and four years. She holds a 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 childminder.
- 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector through written statements.

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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