

# Childminder report

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Inspection date: 9 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children establish wonderful relationships with a caring childminder and particularly enjoy the gentle, shared humour. Children understand the routines of the day and the childminder's expectations. When they choose to tidy away, children ask the childminder to play the familiar song on the smart speaker. Children are incredibly helpful and engage in the task wholeheartedly.

Children are aware of their own needs. They understand they need to wear coats and boots when they play outside and make good attempts to dress themselves independently. Children show curiosity in the world around them. They make observations about the snow and the childminder helps them recall the ice they held the previous week. Children understand that running outside will keep them warm. They engage well in chasing games and create pathways as they push the prams. When a pram gets stuck under the table, older children help their friends to work out how to dislodge it.

The balanced curriculum is well planned to provide children with a range of experiences. Children enjoy exploring early writing opportunities. For example, children choose to use stencils to draw animals. They are keen to complete the task, noting when they have missed a leg off the elephant. Children listen well to instructions, for example, to move the pen 'up' and 'down'. Children love choosing favourite books. They are keen to share these with the inspector and talk about the different textures they can feel on the animals.

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

- The curriculum is well designed and carefully considers children's interests and home life. The childminder knows what children can do and what they need to learn next. She understands how the children learn best, for example, providing many opportunities for children to learn outside.
- The childminder plans focused activities well to provide children with appropriate challenge. For example, children thoroughly enjoy threading cereal on string to create bird feeders, gaining good small muscle skills. Children concentrate well and persevere when it becomes tricky. They show pride in their achievements and are keen to hang the bird feeders on the hedge, deciding where is best for the birds.
- Overall, the childminder supports children well to gain good communication and language skills. For example, she encourages children to talk about what they know about birds and wildlife. She asks questions and gives children time to respond. However, she sometimes does not model vocabulary accurately, such as referring to birds as 'birdies', which children imitate.
- Children are excited to play a game of 'What's the time Mr Wolf?' The positive

interactions from the childminder help children build on their mathematical knowledge as they count steps accurately.

- The childminder helps children to play nicely together and to respect the resources. She calmly redirects children's play, for example suggesting they find smaller resources to put through the doll's house window rather than forcing large dolls. She models how to care for the dolls effectively.
- The childminder provides a safe and secure environment, which children confidently explore. However, she does not always explain to children why they need to follow instructions to help them keep themselves safe and healthy. For example, she does not explain why they need to sit on their bottoms on the stools or why they need to wash their hands after going to the toilet.
- The childminder works closely with parents to ensure children's care needs are met successfully. They work together to ensure consistency when helping children in their toilet training. Parents are well informed about their children's progress and the daily activities.
- The childminder regularly reviews her practice. She has professional conversations with other childminders. She attends regular training to improve her professional skills, such as to develop her understanding of changes to the early years framework and a wider understanding of safeguarding concerns.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- model language more accurately to help children develop a broad vocabulary
- provide clearer explanations to children, so that they can begin to identify potential risks and keep themselves safe.

## Setting details

<b>Unique reference number</b>	104306
<b>Local authority</b>	Devon
<b>Inspection number</b>	10276997
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	16 January 2023

## Information about this early years setting

The childminder registered in 1999. She lives in Axminster, Devon. The childminder works each weekday, except Tuesday, from 8am to 6pm, all year round, except for family holidays or bank holidays. The childminder is in receipt of funding for free early education for children aged three and four years.

## Information about this inspection

### Inspector

Rachael Williams

### Inspection activities

- The inspector discussed any continued 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 the early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector spoke with children during the inspection and considered the written views of parents.
- The inspector observed the childminder's interactions with children.
- The inspector conducted professional discussions with the childminder, including discussions relating to her safeguarding knowledge.
- A sample of documentation was discussed and observed.

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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