

# Childminder report

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Inspection date: 15 February 2024

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

### The provision is good

Children have a strong sense of belonging to the childminder and their friends. They self-register themselves when they arrive. Children find their wooden peg person with their name and place it on the shelf to mark themselves present. They sit on the carpet and take turns saying hello to their friends using hand signs. Children show they feel safe and secure as they give each other a 'good morning hug'.

Children are independent. They sit on the stairs, take their shoes and coats off, and place them in a box. Children persevere to hang their coats up on a peg. If at first, they cannot do it, they try again until they succeed.

There is an ambitious curriculum in place. The childminder follows the seasons to plan activities for children and motivate them to learn. She identifies what children know and what they need to learn next. Children learn about hedgehog habitats and insects that live in the 'bug hotel' in the garden. They are curious about the natural world. The childminder supports children to develop their physical skills. Children strengthen their finger dexterity. The childminder teaches them how to pick up and handle a snail without damaging its shell. Other children kick footballs to each other to practise their hand-to-eye coordination.

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

- Children develop a love of books. They tell the childminder the different parts of a book such as the 'front cover' and 'spine'. Children enjoy listening to a storybook about a lion. They remember the lions they saw at the zoo on a recent trip. Children take books home. Parents comment their children enjoy reading these books and completing other activities at home, to help further their learning. Children receive certificates from the childminder to reward them for their efforts.
- The childminder helps children learn about rhythm. She encourages them to pat their head or stamp their feet to a beat. They all sing songs together and remember what songs they sang the day before. However, the childminder does not always give children enough time to process information and respond to questions to further their communication and language skills. For example, at times, the childminder speaks quickly without giving children time to understand and answer.
- The childminder supports children with special educational needs and/or disabilities effectively. She works closely with parents and other professionals to meet the needs of the children. The childminder uses visual aids to support children's transitions in the morning. For example, she shares photos of her home with children, so they know what is coming next before they arrive.

- Children learn about emotions. The childminder uses hand signs to show children's emotions such as 'sad'. She role models gentle behaviour and children copy this. The childminder supports children to take turns and share while they play. She sings a 'we are taking turns now song' with the children. This helps to minimise conflict and promotes positive behaviour.
- Children know the routines of the day. They know to wash their hands before snack and wash their faces after lunch. Children know how to push the foot pedal down on the bin and put their food waste in it. However, the childminder does not organise all daily routines to reduce children's waiting times and maintain their levels of well-being. For example, it takes an extended time to go outside and come back in from the garden. At times, this can lead to some children becoming unsettled.
- Children learn about the wider world effectively. They have access to China teapots and crockery from around the world. Children use this to be imaginative and re-enact experiences from home. They go on visits to local parks, the zoo and a synagogue. The childminder supports children to gain a broader understanding of similarity and difference.
- The childminder engages in continuous professional development and mentors other childminders to help guide and support their practice. Recent training in music has enhanced the childminder's teaching of music and movement. Children dance with scarves. They wave them up high and down low, then fast and slow from side to side. Children respond to the music and enjoy this form of self-expression.

## 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:**

- develop ways to give children enough time to process information and respond to questions, to further their communication and language skills
- organise daily routines to reduce children's waiting times and maintain their levels of well-being.

## Setting details

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| <b>Unique reference number</b>                     | EY497383  |
| <b>Local authority</b>                             | Plymouth  |
| <b>Inspection number</b>                           | 10326064  |
| <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 5  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 10  |
| <b>Date of previous inspection</b>                 | 11 April 2018   |

## Information about this early years setting

The childminder registered in 2016 and lives in Eggbuckland, Plymouth. She operates all year round from 8am to 5pm Monday to Friday. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jemma Honey

### Inspection activities

- This was the first routine inspection the provider 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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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 communicated with 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 inspector spoke to several parents during the inspection and took account of their views.
- 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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