

Childminder report

Inspection date: 19 April 2024

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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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 thoroughly enjoy their time with the warm and friendly childminder. Children show that they feel very safe and secure in the childminder's home. They make exceptional progress and flourish in her care. The childminder designs and delivers the curriculum extremely well, with a particular focus on communication and language. She skilfully weaves new vocabulary into children's play while they engage with toy trains. She uses words such as 'surveyor' and 'engineer' and explains their meaning to the children to help support their understanding. This excellent support means that children also use complex sentences and vocabulary. For example, they talk about how the magnetic pieces on the train 'attract' and 'repel' each other. They then use this knowledge to turn the toy train around so that the carriages stay connected.

Children behave exceptionally well and develop highly positive attitudes to learning. They try hard at new activities for extended periods, such as working out how to take small stickers off a sheet. They use different techniques to find out which one works the most effectively. Children develop excellent dexterity and solve problems quickly through their perseverance and patience. They learn that it is easier to remove the sticker when placed on a hard surface, such as a tray, rather than on a soft rug.

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

- The childminder has an excellent understanding of children's development. She knows how to implement her curriculum successfully to help children make the best possible progress. The childminder is keen to promote children's understanding of how others live around the world. For example, she explains to the children about the shortage of books in some African schools and how others are not always as fortunate as them. Children show care and empathy as they excitedly bring in books from home that they no longer require and donate them to the children in Africa. The childminder shows the children photos of the shipping crates that their books are in and pictures of the happy faces of the children who received them. Children feel proud that the books they have donated are helping those in need.
- Children learn about sustainability through daily routines, such as snack times. The childminder teaches children about how the cardboard box from the raisins is 'recyclable'. Children develop an understanding of how food packaging can be reused.
- The childminder helps children to learn about nature. She has provided the birds in the garden with a wide range of different feeders, such as those that hang up and ones that sit on the ground. The childminder encourages children to watch the birds from the window and talks to them about which ones they can see,

such as blackbirds, robins and wagtails. When children observe a blackbird up on the feeder, she tells children that blackbirds are usually ground feeders. Children learn about different bird species and their characteristics.

- The childminder has a robust understanding of child protection procedures and how to identify when a child may be at risk of harm. She teaches children how to keep safe. For example, she sensitively reminds children about tidying toys away on the carpet once they have finished playing to prevent any trips or falls.
- Parents speak extremely highly of the childminder and of the care and education she provides for their children. They comment on the strong progress children are making. They state how the childminder always has their children's best interests prioritised and consistently understands and attends to their individual needs. The childminder works cooperatively with parents to support children with varying developmental milestones, including weaning and potty training.
- Children develop an awareness of different emotions and begin to name them. For instance, as children play, they talk about the trains who have grumpy faces. The childminder encourages children to think about why they might feel this way. Children respond saying, 'They are grumpy because they have got stuck in the mud.' The childminder asks the children how they could solve this problem. Children say that another train can pull them out, and then they will be happy.
- The childminder is passionate about books, and her love of stories is equally relished by children. They all snuggle up together with their favourite book, where the childminder captivates their interest through her strong storytelling. Children join in with repeated refrains. They discuss the illustrations and talk about which animals from the story have made the footprints in the snow.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	104373
Local authority	Devon
Inspection number	10317366
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 May 2018

Information about this early years setting

The childminder registered in 1993 and lives in Marldon, Paignton, Devon. She offers care Tuesday to Friday, from 7am to 5.30pm, all year around. The childminder receives free early education funding for children aged two and three years old.

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 childminder and the inspector carried out a joint observation during a craft activity.
- Parents shared their views of the setting with the inspector.
- 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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