

# Childminder report

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Inspection date: 28 June 2024

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

### **The provision is good**

Children enjoy positive relationships with the childminder. They show they feel safe and secure. Children smile and coo as the childminder strokes their faces. The childminder speaks softly and gently. Children feel relaxed and very content in her care. The childminder is kind. Children lean into her for comfort and feel reassured by her presence.

There is a well-designed curriculum that meets the needs of children effectively. The childminder identifies what children know and can do and need to learn next. For example, she ascertains that children need to develop further strength in their upper body. The childminder provides enticing resources for children to reach for and knock over. Children persevere and make good progress in their learning.

Parents comment that their children's faces 'light up' when they see the childminder. They work in partnership on children's next steps of development. Parents receive regular updates on their children's achievements. The childminder gathers information from parents about children's individual needs before they start. This includes details on how best to support them in their care and learning. Parents complete a booklet to inform the childminder what their children like and dislike. The childminder uses this to follow the children's routines and promote their welfare.

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

- The childminder has made good improvements since the last inspection. She has obtained her full paediatric first-aid qualification. The childminder knows this must always be valid while minding children.
- The childminder motivates children to learn. For example, she gently blows bubbles around the children. They watch in awe. Children anticipate when the bubbles will float near them and get excited. They enjoy the feeling of the bubbles on their skin and learn more about their senses.
- Children are curious. They are fascinated by colourful lights. The childminder follows the children's interests. She moves a small light box from side to side and around the room. Children show high levels of engagement. They follow the lights and strengthen their neck and head muscles.
- The childminder supports children's physical and emotional health effectively. She picks up on children's non-verbal cues and recognises when they need to drink more water. The childminder supports them to do this by helping them to take small sips at a time. She notices when children are tired. The childminder ensures children have opportunities to rest and this boosts their well-being.
- Children enjoy watching moving objects. They watch images on a screen for a short time and listen to music. The childminder dances with the children and

gently waves their arms. Following this, the childminder introduces a 'spinning toy'. She spins it around. Children signal for her to do this again. The childminder praises children when they make attempts to spin it themselves. They show good levels of concentration and resilience as they try to spin it again and again.

- The childminder supports children with special educational needs and/or disabilities effectively. She works closely with other professionals and follows children's individual care plans. For example, she does leg exercises with children each day to improve their leg mobility. The childminder uses a 'communication book' to aid communication between parents and professionals. This keeps parents and professionals up to date on children's progress.
- The childminder sings songs to children while they play. Children feel soothed by her voice. However, sometimes she uses long and complex sentences with children, which do not support their early communication and language skills as effectively as possible. For example, during these times, children hear too many words for their stage of development and may struggle to process them all at once.
- The childminder establishes connections with other childminders. Occasionally, she meets up with them and enjoys a teddy bears' picnic together with the children. This supports her well-being. Recently she has attended an early years mentor programme. This has helped her to reflect on her practice. The childminder has reduced the amount of paperwork she produces so she can spend more time with children.

## **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 knowledge further on how to support children's early communication and language skills, so they can make more progress in their listening, attention and understanding.

## Setting details

<b>Unique reference number</b>	117274
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10333851
<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 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	19 January 2024

## Information about this early years setting

The childminder registered in 1995 and is located in Eggbuckland, Devon. She provides care on Mondays and Fridays, from 8am to 4pm, term time only. The childminder provides free early education funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jemma Honey

### 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of an activity with the childminder.
- 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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