

Childminder report

Inspection date: 15 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 enjoy their time with this calm and friendly childminder. They enter her home happily and know where to place their belongings, which they do independently. The childminder and the children have formed positive relationships. The childminder listens attentively to what children have to say, showing sincere interest in their home experiences. She responds to them warmly, helping children to feel emotionally secure. Children provide their own views of the childminder, such as, 'I like it when you take me to the park,' and 'You keep me safe'.

The childminder's planning and implementation of the curriculum focus on what children need to learn next. For instance, the childminder introduces new words to help extend children's vocabulary. Children learn the word 'privacy', and the childminder helps them to understand its meaning, such as relating it to when children use the toilet.

Children have highly positive attitudes to learning and show a willingness to join in with all activities. They demonstrate good independence skills, such as putting on an apron for painting and helping the childminder to tidy away. They know how to wash their hands afterwards in preparation for snack. Children then practise their pouring techniques when filling up their cup with water and try hard to peel their orange at mealtimes. Children make strong progress from their starting points.

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

- The childminder has formed effective relationships with parents. She keeps them informed of children's learning activities and experiences, working together to provide a consistent approach to their development. Parents comment on the positive changes they see in their children, such as in their personal, social and emotional development and improved communication skills.
- Children develop a strong understanding of what contributes to good health. They talk about how exercise and healthy foods 'make you strong' and understand the importance of handwashing. The childminder encourages children to 'catch a cough' and to clean their hands after they have wiped their nose to help minimise the spread of germs.
- The childminder implements activities to support children's development as well as their interests. Children enjoy mixing colours with paint and learn how to hold a paintbrush effectively to support their hand-eye coordination. They talk about how they are going to make a 'rainbow' and of the colours they will use. Children also explore making prints with stamps as well as their hands. At times, the childminder does not help children to recall their prior knowledge, such as where they may have seen a rainbow before. Additionally, she does not help them remember what they have learned, such as the colours they have made

when two different paints are mixed, to build on their existing skills.

- Children enjoy going out and about with the childminder, such as to the local park. The childminder helps children to develop their physical skills, including throwing and catching while using a frisbee. She also encourages children to climb, jump and hop. She supports younger children with these, such as by holding their hand as they develop their technique when hopping.
- The childminder helps children to develop their mathematics. She encourages them to count, including in their home language. Children talk about different shapes they have made, such as 'circle' and 'star'. The childminder talks to them about new shapes, including 'semi-circle', to encourage recognition.
- The childminder is a positive role model and consistently explains to children what she is doing and why. For example, she tells children she is filling up a pot of water so that they can rinse their paintbrush in between colours. The childminder explains the meaning of new words, such as 'lilac', explaining to children that this is a 'light shade of purple'. Children develop strong understanding and language skills.
- The childminder has links with other early years settings that children attend. She liaises with their key person to ensure they work together to benefit children's development. She also meets up with other childminders in the area to support children's social skills and interactions and to share knowledge with other professionals.

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:

- help children to recall their prior knowledge and support them to build on their existing skills to further their development.

Setting details

Unique reference number	104103
Local authority	Devon
Inspection number	10351134
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	9 October 2018

Information about this early years setting

The childminder registered in 1999. She lives in Exwick, Exeter, Devon. The childminder usually operates Tuesday, Wednesday and Thursday from 9am to 5pm, with some holiday care, although this is flexible around the needs of each family. The childminder holds a level 3 qualification.

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 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 inspector observed the interactions between the childminder and children.
- The inspector and the childminder carried out a joint observation of a creative activity.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- 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.

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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