Childminder report

Inspection date:	4 November 2024

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children are relaxed, happy and settled in the childminder's home. They have formed close bonds with the childminder. Younger children spontaneously snuggle up with her for cuddles and affection. Older children invite the childminder into their play, such as asking her to be the customer when playing 'hairdressers'. Children feel safe and secure.

The childminder knows children well and what she wants them to learn. She is keen to continually support children's communication skills through stories and rhymes. Children enjoy listening to their favourite tales about a frog. Younger children enjoy locating the 'fly' on each page. Older children confidently join in with repeated refrains. The childminder reads with enthusiasm that helps to keep children engaged. The childminder asks children questions about the story when she has finished reading to help them recall what they have seen and heard.

Children develop their social skills effectively. They enjoy the company of their peers and play cooperatively. They know how to take turns and to share the resources with their friends. Children understand the rules and the boundaries, such as helping to tidy away the toys when needed and to be kind to others.

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

- The childminder ensures that children benefit from plenty of fresh air and daily exercise to help promote good health. She encourages younger children to begin to walk independently to help strengthen their leg muscles and stamina. All children enjoy jumping in puddles and visits to the beach to support their physical skills.
- Parents speak highly of the childminder and how their children have settled well. They comment on how the childminder provides them with photos of activities children have been doing and what they have been learning. However, the childminder does not consistently liaise with parents about how to support children's development at home to provide a consistent approach to their children's development.
- The childminder attends to children's care needs effectively. She knows when they need a cuddle or reassurance and responds to them warmly. The childminder supports children to be toilet trained. She encourages younger children to use the potty during nappy changes. For older children, the childminder uses a reward system to ensure that it is a positive experience for children in preparation for their move to school.
- Most children enjoy creative activities with the childminder. Older children relish in dipping vegetables in paint and then printing them onto paper to make a 'firework display'. They develop their hand-eye coordination as they carefully

hold onto the broccoli stalk while making prints. However, occasionally, the childminder does not plan her curriculum well enough for younger children. For example, during a group activity, some children who dislike 'messy' activities do not want to participate. The childminder does not adapt the activity to incorporate children's interests to encourage them to join in and help build on their existing skills to further their learning.

- The childminder has formed positive relationships with the local school. Children accompany the childminder on the school drop off and collection, and they become familiar with the teachers and the environment. The childminder encourages school children to tell the others about the positive aspects of their day. This helps children who are due to attend next year hear encouraging messages. The childminder also reinforces how much fun they will have at 'big school'. Children feel confident about their move on to formal education.
- Children learn about the importance of good oral hygiene. The childminder uses her knowledge from training to provide fun activities for children, such as laminated pictures of teeth and encouraging children to draw 'germs' on them. She talks to children about brushing their teeth regularly to keep them healthy. Children use toothbrushes to brush away the 'bacteria' on their pictures.
- The childminder teaches children about road safety. When out and about in the local community, the childminder encourages children to 'look with their eyes' and 'listen with their ears' to see if any traffic is coming. She talks about the safe places to cross, such as a pedestrian crossing, to ensure their safety.

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 partnerships with parents further to help support children's next steps of learning at home to provide a consistent approach to their development
- plan and implement the curriculum more precisely for younger children, particularly during group activities, to enable them to participate and build on their existing skills.

Setting details

Unique reference number	EY541157
Local authority	Torbay
Inspection number	10363912
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	0 to 11
Total number of places	5
Number of children on roll	10
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 2016. She lives in Brixham, Devon. The childminder opens from 7.30am to 5.30pm, Monday to Thursday, all year round. The childminder offers government funded places for childcare.

Information about this inspection

Inspector
Joanne Steward

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of group activity with the childminder.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector through written statements.
- 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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