

Childminder report

Inspection date: 7 October 2019

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

The childminder has a clear vision and high expectations for each child. She plans a stimulating range of experiences tailored to their individual needs so that all children make very good progress in their learning. Children are confident speakers and use language well to share experiences with others and to develop their understanding and learning. They enjoy sharing books and are able to explain 'it is your turn, then my turn' to agree rules about sharing. With the childminder's support, they are learning to concentrate and become independent learners.

Children are confident and well settled in the childminder's home which is welcoming, safe and secure. They have close relationships with the childminder and eagerly seek her out to join in their play. Children enjoy fun and laughter with the childminder, for example when the 'mole' tickles them during story time, and they revel in her praise as she celebrates their achievements. The childminder is a good role model and children are learning to treat others with the same kindness that she shows them. For example, they share the books out equally without prompting, so that everybody has one to look at. Children feel safe and secure and eagerly select from the range of available resources to support their play.

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

- The childminder is experienced and keen to provide high-quality experiences for children in her care. She attends meetings and accesses training to help her continually review and improve her knowledge and practices. She uses this well to make ongoing improvements that raise outcomes for children. For example, following recent training, she has further refined her system for planning experiences to support children to achieve their next steps in learning. She accurately assesses what children know and can do, and uses this to identify challenges to extend their learning. This careful focus, combined with skilled support from the childminder, helps children to be well prepared for their future learning and eventual move to school.
- Children are confident speakers. They listen carefully and develop good recall skills with help from photographs. For example, they recognise themselves in photographs and explain with delight what they were doing in them. The childminder engages children very well; she extends their vocabulary and adds clarity to their sentences as she models language at every available opportunity.
- The childminder places clear priority on the use of books to support children's early literacy skills. She introduces weekly story bags as a central feature to develop and extend children's learning. Children eagerly explore the contents of the bag and the childminder skilfully uses the props to draw children into listening and acting out different parts of the story. The childminder is an enthusiastic storyteller. She uses voices to capture children's attention, points to

the text as she reads and creates chances for children to be involved in the story. Children are captivated by books and access them independently. They confidently use books correctly, know words tell the story and point to them as they read, and have a growing understanding of storytelling as they mimic 'Once upon a time' when they read alone.

- The childminder skilfully uses opportunities to help children begin to recognise colours, to introduce counting into their play and to encourage children to remember past experiences. However, on occasions, she does not extend this learning to allow children to think or solve problems for themselves. For example, during the craft activity, she points out when children have not used enough glue to make something stick before they are able to test it for themselves.
- Children play well together. They are learning to share and take turns and have increased opportunities to become independent as they help the childminder to prepare their snack and manage their own hygiene needs. They set the table, cut up bananas and wash their own plates afterwards.
- Children are kind and caring. They are learning to respect one another with support from the childminder. She helps them begin to explore similarities and differences within their own community and introduces them to other cultures through resources and celebrations, such as Chinese New Year. However, the childminder is not confident in expanding children's knowledge fully to further explore differences outside of their own beliefs and backgrounds.
- The childminder has positive relationships with parents and other settings. She regularly exchanges information to ensure that children receive continuous support in their care and learning. She creates a welcoming arrival space and displays a range of useful information about her service and external agencies.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clearly aware of her responsibility to keep children safe and uses training to keep her knowledge of this and other statutory legislation up to date. She has a secure knowledge of the signs and symptoms that indicate children may be at risk of harm. The childminder knows the correct procedures to follow should she have any concerns about children in her care. She undertakes comprehensive risk assessments of her home and places that she visits with the children, and takes actions to minimise any risks.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- maximise all available opportunities to challenge children to think for themselves and solve their own problems

- strengthen knowledge and confidence about cultural diversity and use this to enhance children's learning further to fully explore and understand other people's similarities, differences outside of their own beliefs and cultures.

Setting details

Unique reference number	104713
Local authority	Devon
Inspection number	10062583
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	29 January 2016

Information about this early years setting

The childminder registered in 1992 and lives in Barnstaple, North Devon. She operates all year round, Monday to Friday from 8am to 6pm. The childminder receives funding to provide free early education for children age two, three and four years.

Information about this inspection

Inspector

Jo Beighton

Inspection activities

- The inspector observed the quality of interactions during activities and assessed the impact this has on children's learning and progress.
- The childminder and inspector observed the children at play and discussed what children know and can do and how the childminder plans to help them make their next steps.
- The childminder showed the inspector around the premises and explained how she organises her provision and plans the resources and activities to meet individual children's needs.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including policies and the suitability of people living in the household.

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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