

Childminder report

Inspection date: 1 July 2025

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 and children build close attachments. The childminder knows the children well. She uses this information to plan an effective curriculum based on children's interests and next steps. She provides challenging experiences that build on children's prior knowledge and skills. She focuses on preparing children for the next stages of learning, including starting school. Children benefit from regular outings and opportunities to build their social skills. For example, they meet other children and adults in local toddler groups. They learn to interact and build the confidence to join in with larger group activities. Children are active learners, who enjoy exploring the childminder's home and garden. They benefit from well-planned activities and resources. For example, babies build their large muscles and coordination on ride-on toys and while digging in the sandpit. They sit scooping and pouring into small containers and funnels. They concentrate on pouring accurately and enjoy exploring how objects in the funnel slow the speed of the sand falling.

The childminder provides clear and consistent boundaries. She teaches children about the behaviours she expects from them. Children learn to share and take turns. They are taught to recognise the consequences of their actions on others and to respect the feelings of their friends.

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

- The childminder regularly observes and assesses children's learning and development. She works closely with parents and other settings children attend to identify what children need to learn next. For example, she shares assessments and has regular discussions with children's key person in the local nursery. She helps parents to understand how they can support their child's development at home. She seeks advice from local authority experts when she identifies gaps in children's learning and development. All children make good progress from their starting points.
- The childminder models language well to children to develop their speech. She narrates as babies and young children play. Children copy her words, such as 'dab,dab,dab' and practise their speech. She uses books with characters the children know to introduce new words but also allows children to share words they know. For instance, she reads a 'Peppa Pig' book with a child and the child says the names of the characters she knows. The childminder repeats words back to children to model how they should be said. For example, children say 'nana' and she praises them and says, 'yes it is a banana, a yummy banana'.
- The childminder supports children's developing skills of independence. For instance, she teaches them to put on their own shoes and coats. Although children show good levels of independence, on occasions the childminder offers

choices but does not wait for the children to answer. At these times, children are not supported to think for themselves. They sit and wait for the childminder to decide for them.

- The childminder is committed to continually improve her practice. She regularly attends training to keep her knowledge up to date. She works with other childminders to assess what she offers children and to gain new ideas. For instance, she introduced a raised tray into the setting to benefit the babies and toddlers, who build their muscles for standing while playing at the tray. Older babies show good strength and coordination as they stand and play with play dough at the tray.
- Children learn skills in health and self-care. For example, they know to wash their hands before lunch and when they have been to the bathroom. The childminder teaches children about healthy foods and drinks through topics in the curriculum. She teaches children how to grow vegetables and fruits in her garden and provides healthy teas for children. However, at times the childminder is not successful in supporting parents' understanding of healthy choices, helping them implement this in children's lunch boxes and encouraging children's healthy habits consistently.

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:

- allow children time to answer when offering choices to further their ability to think for themselves and confidently communicate their needs
- support parents to understand what are healthy food and drink lunch choices to further develop children's healthy habits.

Setting details

Unique reference number	104742
Local authority	Devon
Inspection number	10398826
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	1 to 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 November 2019

Information about this early years setting

The childminder registered in 1992. She lives in the village of Woolsery, near Bideford in North Devon. She operates all year round, from 7.30am to 6pm. She cares for children on Tuesdays, Thursdays and Fridays.

Information about this inspection

Inspector
Rebecca Martin

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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