

Childminder report

Inspection date: 14 June 2023

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 are happy and settled at this welcoming setting. They enjoy a warm, caring relationship with the childminder and feel safe and secure. Children enjoy the childminder's regular praise and encouragement, which supports their self-esteem. Children are confident and motivated learners. They eagerly explore the wide choice of stimulating resources the childminder specifically chooses for them. Children demonstrate high levels of engagement as they explore various activities both indoors and outdoors. For example, they enjoy building their physical skills in the childminder's garden. They practise hitting balls with rackets and keep trying to hit it further and further each time.

The childminder focuses on developing children's social skills. She takes children on outings to care homes in the community to meet the residents and regularly meets with other childminders. Children build their confidence to talk to a variety of adults and children, which prepares them well for their transitions to school. Children benefit from outings in the local environment. The childminder uses these opportunities to support children's understanding of the world. For instance, children recall what they have learned about tadpoles. They excitedly talk about how they are going to check if the tadpoles have grown into frogs next week.

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

- The childminder has a clear intent for the curriculum. She plans activities based around children's interests and their next steps in learning and development. She regularly assesses children and gives them time to practise their skills. Children revisit key knowledge. This helps strengthen their understanding. All children make good progress, including children with special educational needs and/or disabilities.
- The childminder promotes children's speech well. She repeats children's words to model correct speech skills. She widens children's vocabulary. For example, children learn the words 'cocoon' and 'chrysalis' and use this independently to explain the life cycle of butterflies. The childminder reminds children of their experiences to extend their conversations. However, the childminder does not always give children time to solve problems for themselves to further develop their thinking and speaking skills.
- The childminder teaches children to share and think of others. Children learn to appreciate differences and celebrate individuality. The childminder supports children to independently resolve conflicts. For instance, children use timers when they want to play with the same toy and understand that this makes it 'fair'. They are happy to wait for their turn and play harmoniously together. Children display excellent behaviours and show kindness to their friends.
- The childminder promotes children's good health. She encourages parents to

provide children with healthy snacks and lunches. Children benefit from the fresh air and opportunities to build their physical strength and balancing skills during visits to the local park. Children learn about foods that keep the body healthy and grow their own vegetables. They learn how often they should brush their teeth and how to brush them correctly on pretend teeth.

- The children are independent and confident in their play. However, the childminder does not always encourage children to be independent in their self-care, such as putting their own items in the bin and wiping their own hands and faces after meals.
- Partnerships with parents are good. The childminder ensures that parents are well informed and updated about their child's progress. For example, she sends parents updates through the day and shares ideas about how they can support children at home. Parents speak highly of the childminder. They describe the childminder as 'warm and caring' and feel their children are making good progress.
- The childminder keeps her professional development up to date. She attends a local childminding group, where they share best practice and receive training from other professionals. The childminder uses feedback from parents and observations of the children to identify gaps in her knowledge. She seeks training to ensure that she is continually developing her professional knowledge and meeting the needs of children in her care. For instance, she selected training to develop her ability to provide targeted support for children with speech and language delays.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role and responsibilities regarding safeguarding. She knows the signs that may indicate a child is at risk of harm. The childminder understands how to identify and report concerns, including those regarding adults who work with children. She regularly refreshes her safeguarding training. She has an awareness of current child protection issues, such as the radicalisation of children. The childminder ensures the safety of children in her care. She conducts daily checks on her home and helps children to learn about keeping themselves safe. For example, she teaches children how to evacuate the home safely through monthly fire drills.

What does the setting need to do to improve?

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

- provide children with more time to think for themselves and enable them to solve problems independently
- strengthen daily routines to further promote children's independence and self-

care.

Setting details

Unique reference number	117439
Local authority	Plymouth
Inspection number	10291723
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	2 to 3
Total number of places	12
Number of children on roll	2
Date of previous inspection	13 December 2017

Information about this early years setting

The childminder registered in 1994. She operates on Tuesdays and Wednesdays, from 8.15am to 4.30pm, all year around.

Information about this inspection

Inspector

Rebecca Martin

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 inspector observed the implementation of the curriculum during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of activities with the childminder, and they discussed their findings.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including records of her paediatric first-aid training.
- The inspector viewed and assessed the suitability of the premises.
- The inspector took account of the views of parents.

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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