

Childminder report

Inspection date: 9 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children look forward to attending the setting. They arrive happily and greet the childminder and her assistant warmly. They feel safe and secure and develop good social skills. Older children skilfully recognise the developmental differences between themselves and toddlers, and they take this into account when managing their own feelings. For example, they understand that although younger children sometimes cuddle them roughly, these actions are intended to be affectionate. Children behave well. They listen to and eagerly follow instructions from the childminder, such as to help pack away the toys.

Children benefit from a broad and varied curriculum that helps them to develop the skills and knowledge for later learning, including school. They listen attentively to the childminder when she reads them a book, and they comment on the illustrations enthusiastically and show interest in the story. Older children play imaginatively with puppets, draw with control and coordination and talk about their pictures. Babies focus intently as they explore the setting. For example, they persevere until they successfully work out how to fit different shapes through the corresponding holes in a toy. Children are happy at the setting and eager to take part in activities, which demonstrates their positive attitudes to learning.

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

- The childminder accurately assesses what children know and can do. She uses children's interests to plan learning experiences that engage children and motivate them to take part and have a go. The childminder recaps previous learning with children to embed new knowledge and skills. For example, she prompts children to recall what they learned about where food and drink comes from. Children remember that bees make honey and that milk is expressed from cows' udders. However, the childminder does not target all children's individual learning needs as effectively as possible to provide them with good challenge consistently.
- The childminder supports older children's communication and language development well. For example, she makes good use of questions to challenge their thinking and teaches them new words, such as 'opposite'. Consequently, older children express themselves clearly and confidently and with good vocabulary, such as when talking about toys that might 'melt' if there was a fire. The childminder is an effective model of language for younger children and those who have less speech. For example, she uses signing to support their understanding. However, she does not encourage them to communicate and talk as often as the older children.
- The childminder is skilled at knowing when to stand back to allow children to work things out for themselves, which successfully helps to build their

confidence. Children feel comfortable to make mistakes in their learning and to have another go. For example, when they identify they have counted incorrectly, they are keen to try again until they feel confident they have got it right. Children are independent in their self-care. For example, they pour their own drinks at mealtimes.

- The childminder and her assistant are respectful, sensitive to children's needs and know them well. For example, they request children's permission to wipe their nose. They model good manners and gently remind children to do the same. Children form close relationships with the childminder and assistant and smile broadly at them as soon as they wake from a nap, which shows their close relationships.
- The childminder works closely with her assistant to monitor her knowledge and practice and provide support and coaching for her professional development. For example, the childminder has helped to strengthen her assistant's knowledge of safeguarding through training and research.
- Partnerships with parents and other settings are effective. The childminder shares information about children's experiences and achievements so that they can work together to provide consistency in children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her role in the safeguarding of children, including to ensure that her assistant has a secure knowledge and understanding of the procedures. The childminder understands how to identify concerns that might indicate that a child is at risk, and she knows to report these to the relevant agencies. The childminder ensures that her home is safe and secure for children and carries out effective risk assessments for every outing, to prioritise children's welfare. For example, she teaches children not to touch wild fungi because it may make them poorly.

What does the setting need to do to improve?

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

- develop the curriculum to target children's learning needs more precisely and provide a consistently good level of challenge
- ensure that less-confident children and those with less speech receive as much attention and support to develop their language as others.

Setting details

Unique reference number	2514305
Local authority	Devon
Inspection number	10216037
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 3
Total number of places	12
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and works with a co-childminder and an assistant in Budleigh Salterton, Devon. She operates all year round from 8am to 5.30pm on Monday, Tuesday and Thursday, and from 9am to 4pm on Wednesday. The childminder and her co-childminder both hold relevant qualifications at level 3.

Information about this inspection

Inspector

Sarah Madge

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 setting.
- The inspector and the childminder carried out a joint observation of an adult-led activity together to reflect on the quality of teaching and learning.
- The childminder discussed the curriculum with the inspector to share what she wants children to learn and how she supports them to make progress.
- The inspector viewed the premises and resources and observed children throughout the day.
- The inspector took account of the views of children, parents and the assistant.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021