

# Childminder report

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Inspection date: 4 July 2022

|                                              |                    |
|----------------------------------------------|--------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>        |
| The quality of education                     | <b>Good</b>        |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Good</b>        |
| Leadership and management                    | <b>Good</b>        |
| Overall effectiveness at previous inspection | Not applicable     |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show excitement when arriving at the childminder's. They have formed warm and caring relationships with the childminder, who reciprocates affectionately. Children are highly independent and enjoy taking responsibility for small tasks. They find their personal belongings, such as their drinks cup, and place them on the table ready for mealtimes.

The childminder has a strong understanding of child development. She knows how to provide a rich curriculum to help children make good progress from their starting points. Children develop a love of stories. They learn about sea creatures and describe the different characteristics of each one. For instance, they talk about how 'boy seahorses' carry the babies and how an octopus has eight legs. Children visit the local aquatics centre with the childminder to observe the fish and talk about what they have seen. Children develop good communication and language skills.

Children behave exceptionally well and have the utmost respect for each other and the environment. They share toy fishing rods and spontaneously help to replace all the lids on the pens. Children always use their manners and sit at the table to eat. They push their chairs under the table when finished.

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

- The childminder is keen to promote children's fine motor skills. Children engage in 'dough disco'. The childminder encourages them to push, squeeze and roll dough to help strengthen their finger muscles in preparation for early writing. Outside, children enjoy making marks with sticks in soil and sand, and talk about what they have 'drawn'.
- Children develop an understanding of what it means to be healthy. The childminder encourages them to brush the dolls teeth and talks to them about their own oral health. Children use play food in the toy kitchen and talk about foods that are healthy, such as fruit and vegetables. The childminder encourages children to help her plant real produce in her garden. Children identify fruits when on walks, such as wild blackberries in the woods. The childminder extends this to support parents' understanding of providing a nutritious packed lunch for their children.
- The childminder plans adult-led activities that meet children's interests. For example, children enjoy playing with dough and attempting to make 'fish'. However, occasionally, the activities are too challenging. Although children remain highly engaged, activities do not always meet the needs and ages of individual children, to help extend their progress even more.
- Children have strong opportunities to explore nature. They enjoy taking walks in the local woodlands, collecting pine cones, sticks and other natural resources

found on the forest floor. Children learn about different bird types, such as blackbirds, sparrows and robins. They notice squirrels climbing up the trees and talk about their bushy tail. The childminder erects a hammock between the trees, where children sit and snuggle up with a story.

- The childminder is highly qualified and attends regular training to keep her knowledge up to date. She is very reflective and is keen to improve her practice to benefit children. The childminder plans to provide children with more outdoor education to benefit their overall development.
- Partnerships with parents are effective. Parents comment on how much progress their children have made since starting. They state how the childminder is 'amazing' and of the strong communication system in place. Parents receive the required progress check when children are between the ages of two and three years. This helps to identify any gaps in children's learning.
- The childminder has a good understanding of the importance of working in partnership with other professionals. She ensures she receives information from health visitors via parents for younger children and has good links with the local primary school for older ones. As the childminder is a qualified teacher, she has a strong awareness of how to support children emotionally and educationally prior to their move to school.
- Children are confident and inquisitive learners. The childminder listens and responds effectively to children's wants and needs. She provides them with reassurance when needed and has a warm disposition.

## Safeguarding

The arrangements for safeguarding are effective.

Children understand how to keep safe when outdoors. They hold hands with one another and know to 'stop, look and listen' when crossing the road with the childminder. Upon their return, the children check their shoes for animal faeces before entering the childminder's home. The childminder has a good understanding of child protection procedures and knows who to contact in the event a child's safety is at risk. She monitors any pre-existing injuries and absences to ensure children's welfare. The childminder makes certain the environment is safe for children to play in upon their arrival.

## What does the setting need to do to improve?

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

- ensure activities meet the ages and stages of all children to help them make even more progress.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2524538                                                                           |
| <b>Local authority</b>                             | Devon                                                                             |
| <b>Inspection number</b>                           | 10204353                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019 and lives in Bovey Tracey, Devon. She operates on Monday, Tuesday, Thursday and Friday from 8.30am to 5.30pm, all year round. The childminder holds a level 7 qualification.

## Information about this inspection

### Inspector

Joanne Steward

### 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 childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation with the childminder.

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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