

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

The childminder builds on children's next steps in learning and provides enjoyable experiences for them. Children make good progress in preparation for later learning, including school. They develop their language skills, such as rhythm of speech and pronunciation of sounds, when they sing favourite nursery rhymes and well-known songs. Older children understand that their written marks carry meaning and are imaginative in their play. For example, they are eager to tell adults what they have drawn in their pictures and show care and concern when they pretend soft toys are injured. Babies confidently explore their surroundings and show a positive attitude to learning when they solve problems. They focus well when trying to work out which shapes fit through the different holes in a shape-sorter toy, which helps to develop their mathematical knowledge.

Children feel safe and secure in the childminder's care. They confidently approach visitors at the setting and cuddle the childminder contentedly when they wake from a nap until they feel ready to play. Children behave well and are kind to their friends. For example, older children thoughtfully share the resources with their younger friends to include them in activities and games.

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

- The childminder provides a broad curriculum to teach children a good range of skills and knowledge. She supports children's knowledge of the natural world and the local community particularly well through regular outings. However, the childminder does not target all children's learning needs as effectively as possible to challenge each child consistently.
- The childminder uses effective strategies to develop children's communication and language skills. She models a broad vocabulary to introduce different words, such as 'rustling' leaves, and asks the older children questions that challenge them to think. Children express their ideas confidently and clearly and use language in appropriate contexts. For instance, they talk knowledgeably about toys that would 'melt' in a fire.
- The childminder knows the children well and assesses their learning and development accurately. She uses this information to promptly identify when children may need additional support, and she works with parents and other professionals to target the children's individual needs.
- Children listen to and follow the childminder's instructions and are keen to help with tasks such as tidying up. The childminder encourages and provides opportunities for them to make choices and praises their positive behaviour. Children develop a strong sense of pride and self-worth, which they demonstrate through their determination to complete tasks independently. For example, they continue trying to put on and fasten their coats when the childminder assures

them they can manage.

- The childminder forms close relationships with the children and playfully takes part in the activities alongside them. This helps children to understand what is expected of them and supports them to concentrate and have a go. The childminder is a positive model of respect. For example, she asks children for their permission to wipe their nose and to check their nappy, which helps children to learn how to treat other people.
- Children focus well on their chosen play and benefit from a good variety of toys and resources that capture their interests. However, the childminder does not organise transitions between routine tasks as effectively as possible to continue to extend children's learning during these times.
- Partnerships with parents are positive. The childminder shares information about children's experiences and achievements to keep parents informed. Parents comment positively about how quickly their children settle with the childminder and their children's happiness at the setting.
- The childminder is keen to continue to strengthen her knowledge and skills. She intends to research strategies to help teach older children about letters and sounds, to support their language and literacy development further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify any concerns about children's welfare, including risks associated with extreme views and practices. She understands her responsibility to report safeguarding concerns to the relevant agencies immediately. The childminder ensures that the premises are safe and secure and protects children from other risks outside the home. For instance, she prompts children to look for hazards when crossing the road, to help them learn to keep themselves safe.

What does the setting need to do to improve?

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

- review the organisation of transitions between routine tasks and activities, to support and engage children and extend their learning further
- develop the curriculum to target all children's next steps in learning more precisely.

Setting details

Unique reference number	2526412
Local authority	Devon
Inspection number	10216036
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 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 childminder explained her curriculum to the inspector to share what she wants children to learn and how she supports them to make progress.
- The inspector observed the childminder and children during routine tasks, free play and planned activities.
- The inspector and the childminder carried out a joint observation together to reflect on the quality of teaching and learning.
- The inspector spoke with children and parents, and sampled written feedback from parents to take account of their views.

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