

Childminder report

Inspection date: 2 November 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 warmly welcomes children into her home with a genuine, positive approach to building relationships with them and their families. The childminder continues to provide close support to families throughout the COVID-19 pandemic, despite parents not being able to come into the setting. The childminder discusses children's needs and progress with parents and carers regularly. They comment positively about the 'bond' the childminder has with the children and the impact she has on children's communication skills.

Children are secure and play happily in the setting; younger children enjoy 'home play' with dolls and older children choose books and puzzles as they settle in at the beginning of the day. They are secure in the routines of the setting and enjoy the different activities provided. Children dress up warmly to play outside, and the childminder thoughtfully provides resources which engage the children. They explore autumn leaves and remember a recent walk in the woods. The children learn to share and look after the resources and the childminder helps them to understand about taking turns and being kind to each other. They enjoy listening and playing musical games such as 'Sleeping Bunnies', showing delight as they respond to the music. The childminder reads to the children, who listen attentively together. She also encourages parents to read and chat to children at home, to further develop children's communication skills.

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

- The childminder develops professionally by attending training and through linking up with other childminders to share good practice. She reviews and refines the documentation she holds, in order to be more efficient and keeps up to date with changes to legislation, to meet requirements. She liaises with other professionals, such as health colleagues and seeks support from her local authority adviser when needed.
- Children enjoy painting and the childminder supports them to freely make marks and mix paints. The childminder encourages older children to learn the names of colours as they paint and children enjoy developing skills in using brushes to paint with. The childminder encourages the children and as a result they show interest and enjoyment as they explore the materials.
- The childminder supports children to develop their independence and gain new skills. She praises children as they learn to use a potty, which develops their confidence. Older children learn how to peel and cut up fruit and help to share out bowls and cups for snack time. Children learn about keeping healthy as they listen to stories about keeping their teeth clean. They chat about healthy foods and also treats which they have at special times, such as when they celebrate Halloween.

- The childminder extends children's experiences by taking them to groups, where children have a wider opportunity to socialise with other children. She makes use of her local area by taking children out into the environment, where they can learn about nature. She enriches their language by introducing new words such as 'acorn' and 'pine cone'. Children learn about the wider world as they play with resources and enjoy stories which represent different communities and families.
- The childminder ensures that she supports families, particularly where children may be vulnerable or need additional help. She encourages parents to support their children's learning and to liaise with other professionals, such as health visitors, in order to support children's development. She communicates with other settings where children also attend, to discuss children's progress. She makes careful records of children's achievements, which she shares with families and the other settings involved.
- The childminder supports children to develop their understanding of number. They are invited to count the cups needed for snack time and join in counting spiders in a storybook, using their fingers to help them. However, children have less opportunity to develop their mathematical understanding of space, shape and measure. While older children practise some sorting objects by colour, the childminder does not always support all children, particularly younger children, about the wider aspects of mathematical learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her understanding about how to keep children safe. She carefully risk assesses her home and uses policies and procedures to support her practice. She attends training so that she understands what signs to be aware of in protecting children, including the wider aspects of safeguarding. The childminder ensures that she keeps detailed records of any concerns and understands how to make a referral to other agencies when required.

What does the setting need to do to improve?

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

- further develop opportunities for all children to develop mathematical understanding of shape, space and measure.

Setting details

Unique reference number	2531112
Local authority	Devon
Inspection number	10208467
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and works from her home in Ivybridge. She has a childcare qualification at level 3. She cares for children, alongside her own child, on weekdays from 8.30am to 6pm. She accesses funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stephanie Wright

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the childminder about her practice and undertook joint observations together.
- The inspector spoke with children as they played and talked to the childminder in the garden.
- The inspector considered the views of parents from a range of written comments.
- The inspector scrutinised documentation, including risk assessments, children's records and suitability certificates.

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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