

Childminder report

Inspection date:

8 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

Children are very happy and settled in the childminder's care. They feel safe and secure and have strong attachments with the childminder. For example, they hold her hand to engage her in play with them, and younger children delight while being rocked on the see-saw and having songs sung to them. The older children listen carefully to environmental sounds which they discuss and repeat. For example, when a train is passing, a child says, 'it's loud'. Children behave very well and benefit highly from the positive interactions with the childminder. She praises them consistently and celebrates their achievements.

The childminder's curriculum focuses on a wide range of learning experiences and she has high expectations of children. She knows the children well, plans for their individual needs effectively and monitors their progress in partnership with parents. For example, each child has an individual learning plan which details next steps in their development and how parents can support these at home. The childminder arranges personalised visits to her home to find out about children before they start with her so she can cater for their individual needs. Children make good progress in their development. She helps prepare older children for starting school, such as providing posters and interactive registers to help the children to recognise their name.

The childminder has supported children and parents well during the COVID-19 pandemic. She has made adaptations to her practice to reduce the risk of infection; for example, she stopped parents from entering the setting.

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

- 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 childminder has strong partnerships with parents. The childminder supports parents' understanding of early childhood development. She sends personalised information to families via online media. Parents are informed about their child's development through daily communication diaries, messages and face-to-face contact.
- The childminder organises walks and outings to provide new and enjoyable experiences for the children. These include visits to the park, the beach, the forest and the farm to help them learn about the world around them and support their physical development.
- The childminder plans effectively for the children's next steps in learning based on their interests. For example, one child enjoys playing with vehicles and

practises saying 'dumper truck' while exploring how it works. The childminder provides a broad range of learning experiences which the children thoroughly enjoy. Children use a wide range of resources both indoors and outside to develop their understanding of the world.

- The childminder promotes children's awareness of equality, diversity and inclusion well. For example, she uses toys, stories and visits to the library to help children learn about other cultures and lives.
- The childminder supports children in developing their listening skills. For example, when in the garden, she draws the children's attention to the sound of a plane, train and leaves rustling. The older children communicate by repeating words and the younger children babble with enthusiasm.
- Children enjoy looking at books and listening to stories. The childminder encourages the children to make choices about which book they would like to read. She engages children through the use of actions in the stories, which younger children enjoy copying. The childminder teaches children some new words, such as 'squelch' and 'squirsch', when reading a favourite children's story. However, the childminder misses some opportunities for children to learn more new words to extend their vocabulary even further.
- The childminder plans well, overall, to develop children's independence. However, she misses some opportunities to further extend children's ability to manage tasks for themselves. This includes taking care of their own personal belongings and learning to help to get themselves changed.
- Parents speak very positively of the childminder. They comment that they are kept well informed and that their child is developing well. They describe her as 'approachable.' The childminder reflects on her practice and engages parents to share their opinions and make recommendations to further improve the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and is clear about her role and responsibilities to safeguard children. She keeps her safeguarding knowledge up to date. The childminder knows the signs that indicate a child may be at risk of harm. She understands the correct procedures to follow in the event of a concern about a child's welfare. The childminder effectively manages risks to children by carrying out frequent risk assessments.

What does the setting need to do to improve?

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

- provide more opportunities for children to extend their vocabulary even further
- develop children's independence and ability to take care of their own personal needs.

Setting details

Unique reference number	2532525
Local authority	Devon
Inspection number	10213392
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the Cranbrook area of Exeter. She offers care for children primarily during term time from 7.30am to 5pm and offers some occasional holiday care for school-age children. She has a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Leanne Galloway

Inspection activities

- The childminder gave the inspector a tour of the premises. She talked about children's learning and progress, and how she delivers the curriculum.
- The inspector spoke to parents and read feedback to gain their views about the childminder.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.
- 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.

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