

# Childminder report

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Inspection date: 25 August 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</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

The childminder provides a welcoming setting for children and as a result, they feel secure in her care. She knows each child well and carefully considers their interests and stage of development when planning her curriculum. Children play socially together with vehicles and a garage while the childminder plays alongside. She emphasises the importance of supporting children's developing communication skills and encourages them to use sounds and words as they play with the trucks and cars. Children respond well to her warmth and praise. They are happy to try new experiences as they play imaginatively with sea creatures and jelly. They develop skills in becoming independent as they begin to learn how to pour a drink and to climb down a step into the garden. Children show delight as they play outdoors and explore splashing in a puddle. Parents feedback that their children thrive in the care of the childminder and feel that their children benefit from her care and attention.

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

- The childminder supports children to develop speaking and listening skills and as a result, they learn to babble and use sounds and words. She praises their efforts and introduces vocabulary such as 'splishy sploshy' to engage the children. The childminder uses songs to further develop children's language and reads to them regularly. Children enjoy sitting together as they listen to stories and the childminder chats to them about the illustrations as she helps them to name objects in the pictures.
- The childminder communicates effectively with parents, sharing photographs of the children as they learn and play at her setting. She discusses children's progress and supports parents to help children learn, for example, encouraging them to start using a spoon for themselves at mealtimes or to begin to use a dummy less as they learn to develop speech. The childminder makes contact with shared settings where children attend, in order to develop a consistent approach. She carefully tracks children's progress but is sometimes less confident in developing partnerships with other professionals, particularly where children may be experiencing some delay in development.
- The childminder provides opportunities for children to handle a range of resources and explore materials such as sand and water. They dig using buckets and spades and play with boats in bubbly water. Children handle musical instruments and work out how to make sounds from handbells and shakers. However, there are fewer opportunities for all children to develop fine-motor skills in using tools and mark-making equipment, particularly if they prefer to play outside.
- The childminder has routines which support the children to feel secure. They learn to wash their hands before lunch and the childminder encourages this with

a special song. Children sit together around a table with the childminder as they begin to learn about healthy fruit snacks. The childminder sensitively manages children's care routines; she invites them to have their nappy changed and notices the signs that children are getting tired before getting them ready for a nap.

- The childminder takes children out regularly to develop their social experiences with other children. They attend groups together and enjoy visiting the beach and garden centres. The childminder benefits from networking with other childminders, where they can share good practice. She also ensures that she develops professionally by attending regular training events online.
- The childminder takes opportunities to introduce children to counting and learning to say some number names as they play. Children explore mathematically as they roll toy vehicles down guttering in the garden. They join in, chanting 'one, two, ready steady go' before excitedly collecting the cars. They learn to navigate the space outside, as they ride around on wheeled toys, following a pathway.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge and understanding about how to keep children safe and what the indicators are that a child may be at risk from harm. Her policy and procedures support her practice and she accesses training to ensure she keeps up to date with changes in legislation and the wider aspects of safeguarding. She keeps careful records of any injuries to children while in her care and understands how to complete risk assessments, for example, in order to take children outside of the setting. She ensures parents receive information about her policies in order to keep children safe.

## 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 partnerships with other professionals, including where children are in shared settings, to ensure children's needs are identified at the earliest opportunity
- Further develop opportunities for children to use tools and mark-making equipment, particularly where children prefer to learn outside.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2567622                                                                           |
| <b>Local authority</b>                             | Devon                                                                             |
| <b>Inspection number</b>                           | 10239450                                                                          |
| <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 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <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 2020. She lives in Bideford, Devon. The childminder provides care for children from 8am until 6pm, Tuesdays, Thursdays and Fridays, all year round. The childminder is in receipt of funding for three and four year olds.

## Information about this inspection

### Inspector

Stephanie Wright

### Inspection activities

- The inspector conducted some observations of the children with the childminder and discussed their learning.
- The inspector spoke with the children as they played together, both inside and in the garden.
- The inspector took account of the views of parents.
- The inspector scrutinised a range of documents including training certificates and suitability checks.
- The inspector took a tour of the setting, including where the children sleep for naps upstairs.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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