

Childminder report

Inspection date: 4 July 2022

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 provides a warm and friendly setting for the children she cares for. Young children and babies are settled and happy in the familiar routines and enjoy choosing resources and toys to play with. The childminder emphasises the importance of supporting children's independence and confidence to follow their interests. She encourages children to learn to put on their own shoes and they enjoy helping themselves at mealtimes. The childminder knows the children well and carefully considers how to support them further in their development. She provides physical activities to support children's muscle development and they develop confidence in moving and walking as they roll and chase after colourful balls in the playroom. She introduces counting words when she reads books to children and they enjoy snuggling up to look at a book with the childminder. The childminder is sensitive in adapting to the individual routines of babies and younger children. She supports parents to work together with her as they support children to start eating solid food or to be ready to learn to use a potty. Parents feed back that their children enjoy being with the childminder and they are delighted in the progress their children make.

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

- The childminder develops positive relationships with the children, who enjoy playing together. She is sensitive to the signs when children need a nap or are hungry, and comforts them with a cuddle as they wake up from their sleep time. She helps children to learn to share the toys and she praises children when they play cooperatively. The childminder sensitively helps children who are learning to play in a small group and encourages older children to be kind and give younger children a turn.
- The childminder provides a wide range of mark-making equipment for older children to develop coordination in using their hands. Children improve their small-muscle control as they use pens and chalks to make marks, lines and circles on a range of surfaces. The childminder encourages babies to build confidence in handling a spoon to feed themselves and handle their own drinking bottle. Older children build concentration as they persevere at building with bricks and carefully fitting pieces of a train together.
- The childminder emphasises the importance of the children playing outdoors and being active. She has developed an area for the children to use in her garden, where children choose from a range of resources. Children delight in spinning and climbing through hoops. The childminder encourages them to develop new skills and the children respond saying 'I did it!' Children learn about mathematical ideas as they collect and transport sand in a digger. The childminder helps the children to identify the sound of an aeroplane up in the sky and they remember the holidays they will be going on.

- The childminder listens carefully to children and responds to each of them as they make sounds and start to develop speech. She uses songs to capture their interest during routines, such as a handwashing song which helps children learn to keep clean before mealtimes. The childminder introduces older children to hearing sounds in words, such as at the beginning of their name. The childminder recognises when children may need further support to make progress with their speech but is less confident about what precise steps could be taken to ensure that all children develop language and vocabulary well.
- The childminder regularly attends information updates with other early years practitioners in order to develop professionally. She meets up with local childminders to share information, which helps to develop her own practice further. She is very well organised, keeping careful records about children's progress, which she shares with parents. She welcomes families into her home as they drop off and pick up their children, in addition to using mobile messaging to communicate with families on a daily basis. While she works well in partnership with a nearby school which some children move onto, she is not always consistent in developing ways of communicating as efficiently with all other providers which children attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge about how to protect children and understands what signs and indicators she needs to be aware of when safeguarding children. She attends training to keep up to date and is aware of the wider aspects of safeguarding and the risks these might pose for children. The childminder has a good understanding about how to ensure her home and garden are safe and has appropriate risk assessments in place. The childminder ensures that children begin to learn about keeping safe, as they learn to climb steps to the garden and practise fire evacuation routines.

What does the setting need to do to improve?

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

- further develop confident knowledge, understanding and skills to improve all children's language and communication skills
- further develop effective partnerships with other providers where children may be attending.

Setting details

Unique reference number	2568703
Local authority	Devon
Inspection number	10239232
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bideford, Devon. She provides care all year round, from Monday to Thursday between 7.30am and 5.30pm, and Fridays from 7.30am to 4pm.

Information about this inspection

Inspector

Stephanie Wright

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together of the inside of the premises and outside in the garden area.
- The inspector discussed children's learning with the childminder while she supported their play.
- Children spoke to the inspector about the activities they enjoyed, such as when they made pretend play ice creams in the garden.
- The inspector scrutinised a range of documents, including training certificates, risk assessments and suitability checks.

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 2022