

Childminder report

Inspection date: 21 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

Children feel happy and safe in the setting. Children talk about their friends when they are not there and are affectionate to one another. Children are polite and say 'please' and 'thank you'. The childminder is a good role model to the children and has high expectations for every child. She demonstrates 'my turn, your turn' to encourage sharing and this helps build relationships. Children are resilient learners. They persist with attempts to put their shoes on and are proud when they succeed.

Children learn to be independent at the setting. They ask to help the childminder clean the table together before snack time. The childminder nurtures children's independence by helping them carry items to the garden. This builds the children's confidence and self-esteem.

Parents comment that the childminder is kind and patient. They feel their children have become sociable learners and make progress at the setting. Parents are kept informed of children's development and care routines through daily dairies and digital messages. They highly value the childminder's advice on potty training and children's sleep patterns. The childminder sends a video tour of the setting for parents and children to view before they start. This helps put parents and children at ease.

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

- The children access a broad and engaging curriculum. They have frequent opportunity to count and learn about colours and space. Children use large tweezers to pick up 'poms-poms' and place them into different-sized containers. They count them in with the childminder and are supported to name the colours they do not know. The children strengthen their fine-motor skills as they persevere to squeeze the tweezers and fit the 'poms-poms' into smaller containers.
- Children are very interested in insects and birds and the childminder follows their interest in the natural world. Children match wooden insect discs to pictures with the childminder. The childminder points out features of the insects to help match them. Children spot birds outside the window, collect the binoculars and look out at the birds. The childminder helps them recognise seagulls and magpies which furthers their understanding of the world around them.
- The childminder provides the children with exciting invitations to play. Children are presented with a box containing tea pots, spoons and a book about tea. Children are excited to open the box; later, they find another box, with purses and wallets to empty and fill. Children concentrate by sliding cards into the wallet holders. These invitations ignite the children's curiosity and encourage their imagination and creativity.

- Children have regular opportunities to mark make. Baby dolls sit at the table and the childminder and children take the babies' breakfast order. They choose 'cheese' and 'banana'. The childminder models writing the order on a note pad, and the children replicate the action by making marks on the pad with a pencil. This supports children's early writing skills and demonstrates a purpose for writing.
- Books are enjoyed at the setting. Children re-enact stories with props and listen to well-known nursery rhymes and dance. Children are beginning to develop their communication skills from stories and songs, but the childminder does not use additional strategies to extend their communication and language development.
- The childminder identifies next steps of development for all children, including those with additional needs. Children who are not keen on messy play are motivated to find animals underneath foam in a tray. The childminder offers a whisk for children to use as a stepping stone towards using their hands. The childminder updates parents on children's progress which supports their development at home. However, information is not shared with other settings children attend.
- Children learn about the local community. They swap books at the library and visit the churchyard. Children celebrate the Queen's Jubilee and talk about where she lives. Children notice flags from different countries and learn about which country they represent. This broadens children's knowledge about the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms of abuse and knows how to seek external advice or support to protect children. She is alert to changes in children's behaviour and has a broad understanding of wider safeguarding issues. This ensures she can respond to concerns in a timely manner. The childminder risk assesses her home to ensure it is appropriate. Children learn about safety when crossing the road on trips outside the setting, and this helps keeps children safe. The childminder has a current paediatric first-aid certificate so she can administer first aid for minor injuries.

What does the setting need to do to improve?

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

- develop strategies to extend children's communication and language skills
- plan and organise ways to share children's learning and development with other settings children attend.

Setting details

Unique reference number	2570113
Local authority	Torbay
Inspection number	10239317
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Brixham, Devon. She offers childcare from 8am until 4pm, everyday, except Friday, term time only. The childminder receives funding to provide free early years education for children aged two-, three- and four-years-old. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Jemma Honey

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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation with the childminder and discussed the impact this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of suitability.

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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