

Childminder report

Inspection date: 15 August 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 are happy and settled in the care of the childminder. They have formed secure bonds with her and with one another. Children benefit from a broad curriculum and engage in many activities, which ignite their interests successfully. They learn about the life cycle of the butterfly and develop a love for stories and books. Children make good progress in all areas of learning and develop good independence skills. They feel emotionally secure and have high self-esteem as the childminder uses praise effectively to build on children's confidence and self-worth.

Children's behaviour is good. The childminder helps children to develop positive attitudes and understand what she expects of them. She provides gentle guidance and consistent messages to help children learn to share and play kindly together.

During the COVID-19 pandemic, when parents were working from home, children did not attend. However, the childminder kept in touch with the families and arranged play dates once children could get together again. Since children's return to the setting, the childminder has focused mainly on supporting children's personal, social and emotional development. This has been particularly helpful for those children who have had limited opportunities to develop their social skills.

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

- Children access resources freely and decide what they want to do. The childminder introduces words such as 'bigger' and 'smaller' as children fit shoes onto the dolls when they get them dressed. This helps children to develop their fine-motor skills.
- Children have lots of opportunities to play outside and develop their physical skills. They collect frogspawn and learn about the life cycle of a frog, which ignites children's interest in nature and supports their learning about the world.
- The childminder reads stories to the children. She engages them well. Children take it in turns to choose a story and sit on the childminder's lap, demonstrating good listening skills. The childminder encourages the children to look at the pictures, and asks them questions to check their understanding and build on their vocabulary. However, occasionally, the childminder asks questions in quick succession and does not give children the time that they need to think about what she is asking of them.
- Children play number games, count in routines, and are beginning to recognise numerals. They use their imagination well as they play in the pretend kitchen and make 'cups of tea' for their friends and the childminder. At times, the floor where the children are playing becomes a little overcrowded with toys. The childminder encourages the children to help her to tidy away. However, on the day of the inspection, the childminder did most of the tidying herself.

- The childminder helps children to recognise and celebrate the similarities and differences between themselves. She provides lots of opportunities for real-life experiences. For example, children visit the supermarket and pay for the groceries they choose. They go on nature walks to collect leaves, which they use to print and make marks. They take part in an outdoor adventure where they look for treasure boxes hidden outside.
- Children develop a good understanding of healthy lifestyles. The childminder encourages children with good handwashing routines. She provides healthy snacks of fruit, and talks to the children about healthy eating.
- Partnerships with parents are good. Parents comment that children have come on in 'leaps and bounds'. They compliment the childminder for the activities she provides and value the excellent communication.
- The childminder continually reviews her provision to look at ways in which she can make improvements and develop her knowledge further. She has a particular interest in special educational needs, and has completed research with this as a focus. She has also explored the benefits of providing more natural resources to encourage children's curiosity further.
- Children behave well. The childminder is a good role model who helps children to understand that they must be kind to one another. She validates children's feelings and recognises that having patience and giving children time goes a long way. She helps children to manage their feelings and emotions effectively and uses stories to build on their understanding further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a secure and welcoming environment. She recognises the signs or symptoms that may indicate that a child is at risk of harm. The childminder is clear about the safeguarding procedure and what to do if she has concerns. She keeps her safeguarding knowledge up to date through training. The childminder risk assesses the home environment and any outings that she takes with the children. This helps her to provide a safe environment for children to play and learn.

What does the setting need to do to improve?

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

- give children the time that they need to think about and answer questions
- encourage children to take more responsibility to keep their environment tidy to give them more space to play and try out their ideas.

Setting details

Unique reference number	2574340
Local authority	Devon
Inspection number	10239469
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Exeter, Devon. She offers care on Monday, Tuesday, Thursday and Friday for most of the year.

Information about this inspection

Inspector

Michelle Heimsoth

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- Parents shared their views of the setting through written feedback.
- The inspector spoke with the childminder and children at convenient times during the inspection.
- The inspector sampled a range of documentation.

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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