

Childminder report

Inspection date:

16 November 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 and her assistant provide a welcoming and homely atmosphere. Children enjoy coming here. They are happy and confident. They are eager to explain what they know and can do. Children have access to lots of activities and enjoy playing with toys. For example, children enjoy singing songs and looking at books. They enjoy playing with toy cars and a pretend village.

The childminder guides the children to explore with their senses. They discuss the smell of the ginger infused into the dough. Children enjoy conversations with the childminder and assistant. They think the dough smells 'yummy' and discuss other foods that smell of ginger. The childminder and her assistant use open questions and offer new words as children play. Children learn that their opinions matter.

Children enjoy lots of opportunities to explore nature and develop physical skills. Some children are learning how to jump. They enjoy outdoor learning sessions in a nearby forest. The childminder uses outdoors environments to guide the children to explore and learn about what they find there along with using maths and language. Children enjoy talking about what they have done during the visits to the woods. Children count objects outdoors. Some children can recognise the quantity of small group objects instantly without needing to count them.

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

- Children are secure with the childminder and her assistant. The childminder and her assistant know the children well. They have high expectations for the children with regards to learning and behaviour. They role model good manners and positive behaviour for the children. Parents are confident to leave their children in the childminder's care. The childminder has strong links with parents. They receive regular updates on children's progress and next steps.
- The childminder has created a well-planned and ambitious curriculum. She shares this effectively with her assistant. They know the children well. They are aware of each child's current skills and knowledge. They plan appropriate next steps which challenge the children. Children make good progress. Children enjoy playing with sand and dough. Older children can use scissors. The childminder supports the children with physical activities that strengthen their arm muscles and develop their coordination, to help children learn to hold a pencil and draw with control. However, opportunities to extend the use of drawing and writing tools even further are sometimes missed.
- The childminder and assistant have created an environment which supports the children to be independent. For example, on entering the childminder's home, children independently self-register, hang up their coat and wash their hands at a child-level handwashing station. At snack time, older children peel and cut

their fruit. They pour their own drinks. The childminder supports children to make healthy food and exercise choices. She also supports children to understand the importance of good dental health.

- Using soft dialogue, the childminder helps the children to develop their communication skills. The childminder and her assistant read to the children often and visit the local library. Younger children say new words, like 'teddy'. The childminder uses songs like, 'Dingle Dangle Scarecrow' to help children experience new words and sing along. They also learn to say and remember words that they already know. Children have time to think and contribute to discussions. However, some group activities are not as well organised as they could be. At times, the childminder does not make the expectations or aims clear to the children, so the children do not engage fully and distract others when they wander around.
- The childminder and her assistant develop children's personal, social and emotional skills. They support children to acknowledge and explore their emotions. Children have time and space to reflect on how they are feeling. The childminder enables children to thrive. She gives children lots of positive praise and celebrates their achievements.
- The childminder provides opportunities for the children to gain knowledge of the local community and the wider world. They mark national events, like Remembrance Day. They explore the poppy symbol in creative activities with the children. They also took a bus to the local war memorial and attended part of the Remembrance Day service. The childminder supports children to understand how we are all unique. They explore different religious and cultural celebrations like Harvest and Chinese New Year. They have links with a child in Uganda who they share drawings and stories with. They learn what is it like to live in a different culture and climate.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe and secure. The childminder and her assistant have a good understanding of child protection. They are secure in their knowledge of the possible signs of abuse. They are confident in the procedures to follow and who to contact to ensure they keep children safe. The childminder and her assistant attend regular online and face-to-face training to ensure their knowledge is up to date. The childminder ensures that her home is safe and secure.

What does the setting need to do to improve?

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

- develop behaviour management strategies further, with particular regard to group times

- extend opportunities for children to use a wider range of mark-making tools to develop fine motor skills even more.

Setting details

Unique reference number	2580606
Local authority	Devon
Inspection number	10250996
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	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Landkey, near Barnstaple, Devon. The childminder works with an assistant. They both have relevant qualifications at level 3. They provide care to children between 8am to 5pm. They offer funded places to children aged two, three and four years old.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- This was the first routine inspection the provider 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 inspector spoke with the childminder, her assistant and children during the inspection.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder, her assistant and people living in her home.
- The inspector carried out a learning walk with the childminder.
- The inspector read feedback from parents during the inspection and took account of their views.

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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