

Childminder report

Inspection date:

9 December 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 develop secure attachments to the childminder, who is kind and caring. The warm homely setting helps the children feel safe and secure. The childminder knows the children well and has high expectations for their learning. Children are confident around new people; they enjoy interacting with the inspector. For example, children enthusiastically form a line of chairs to make a train. They encourage the inspector to join in with their game. Children laugh and giggle excitedly as they pretend, they are going on a train ride.

The childminder uses opportunities during play to further develop children's language skills. Children look through information picture books. They name different fruit and vegetables they see, such as 'aubergine'. They explore people on the 'my body' page with the childminder. She engages children in discussions about the similarities and differences between the people. The childminder asks children questions about how people are different. Children talk about hair colour and hairstyles. Children make good progress in their speaking and listening skills.

The childminder models positive behaviour through daily interactions with the children. As a result, they use good manners and are well-behaved. Children actively help with tidying up and listen well to the childminder's instructions.

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

- Children have good opportunities to develop their literacy skills. They recently attended the local library to choose books to share in the setting. Children are developing a love of books. The childminder supports children to learn letters and sounds through play. Children concentrate as they explore foam letters. The childminder encourages children to find the first letter of their name. Children turn each letter carefully, looking at them closely to successfully find the right one. The childminder praises children for their achievements. Children are developing a positive attitude to learning, which promotes their future development.
- The childminder supports children's self-care. Children use the toilet independently, and confidently wash their hands before mealtimes. Children use steps to reach the childminder's kitchen sink to wash up their paint pots. Children use a jug of water to pour their own drinks when they are thirsty. This supports children to develop a sense of responsibility and promotes their self-confidence.
- Overall, the childminder implements an effective curriculum. She observes children, identifies their interests, and what children already know. She uses this information to plan activities that support children to reach their next steps in learning. For example, children pour different coloured paint into pots. They

explore mixing the colours together by squeezing pipettes. This develops their small motor skills. However, the childminder does not explain the purpose of the adult-led activities. Therefore, opportunities are missed for children to further develop their creativity.

- The childminder supports children to live a healthy lifestyle. At mealtimes, she offers children fresh fruit and vegetables. Children have regular access to fresh air and exercise. They take part in local trips to the woods, the beach, and the park. The childminder encourages children's oral hygiene well. After lunch children enthusiastically brush their teeth. This effectively promotes children's health and well-being.
- The childminder has a range of equipment and resources which supports children's learning. For example, children explore wooden, coloured acrylic shapes. They hold them up to their eyes and look through them to investigate what they can see. The childminder encourages children to face the window to capture the light. Children name the colours they see as they look through each shape. Generally, children are making good progress. However, children do not always access resources independently. They miss opportunities to develop their interests further during play.
- Partnerships with parents are good. The childminder works closely with parents. She provides daily updates about their children's care learning and development. Parents express how children have grown in confidence; they are making good progress. In particular they highlight positive changes in their children's language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities in keeping children safe. She keeps up to date with relevant training. For example, she has completed paediatric first aid, food hygiene and safeguarding training. This promotes children's health and well-being. The childminder has a good understanding of the signs and symptoms of abuse or risk of harm. She knows where to seek safeguarding advice and support. The childminder understands the policies and procures to follow should she have concerns over a child's welfare. This ensures the children's safety in her home.

What does the setting need to do to improve?

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

- support children to access toys and equipment more independently, to enhance and develop their own interests further
- help children to understand the purpose of adult-led activities, so they gain a deeper understanding of what they are doing and why.

Setting details

Unique reference number	2585224
Local authority	Devon
Inspection number	10251109
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	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in August 2020. She lives in Exmouth, Devon. The childminder operates her service Monday to Thursday, 7.30am until 5pm and Friday 7.30am until 4pm, all year round. She holds a level 2 qualification. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Hannah Williamson

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 setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The inspector took account of written feedback from parents.

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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