

Childminder report

Inspection date: 9 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

Children have a lovely time in the childminder's home. They are confident and happy. They enjoy playing with lots of interesting toys and activities, which are easily accessible for the children. Some children enjoy playing together in a toy kitchen. They develop role play and social skills as they 'cook' for each other. Other children enjoy dressing baby dolls and putting them to bed. They develop fine motor skills and empathy as they care for the toy dolls.

Children really enjoy playing outside. The childminder's assistants support the children to play on a slide and swings. Older children swing on slightly raised hanging rings. Children enjoy taking appropriate risks and develop physical skills.

The childminder and her two assistants have created a home-from-home environment for the children. Children have positive relationships with them, and they feel safe and secure. Children enjoy exploring the environment, crawling or walking. They also enjoy tidying up together.

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

- The childminder has created a well-planned and ambitious curriculum, which is effectively shared with her two assistants. She knows the children in her care well and their current stage of development. The childminder plans the next steps carefully and she challenges the children appropriately. Children make good progress.
- The childminder and her assistants understand the areas of learning. They teach in a way in which young children learn. They offer activities that are interesting and engaging. They provide effective support and guide children to overcome difficulties.
- The childminder has developed a focus on language and communication. Children are confident communicators and enjoy conversations with the childminder and the assistants. The childminder gives them time to think and respond. They know their opinions are valued. Children enjoy, listen well to and try to join in with familiar songs, such as 'Old McDonald' or 'Twinkle, Twinkle, Little Star'.
- Overall, children behave well towards each other. They are developing a sense of right from wrong. However, at times, the childminder misses opportunities to support children to manage their behaviour and understand how it may impact on others.
- The childminder's practice sometimes promotes the children's resilience and independence. For example, she encourages children to remove their own shoes and serve themselves their own snack. However, opportunities to strengthen their skills and develop self-regulation are sometimes missed. For example, at

times, younger children eat their meals sitting in a high chair, when developmentally they no longer need to.

- The childminder and her assistants support the children's emotional health. Children have secure attachments with them, which promotes their well-being. The childminder supports the children to explore and express their emotions.
- The childminder has created an environment where her assistants feel valued and enjoy coming to work. The childminder ensures the assistants know the curriculum and the planning for each child. The emotional well-being of the assistants is highly valued, and staff feel they are listened to and respected.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe and secure. The childminder and her assistants are secure in their knowledge of the possible signs of abuse. They are confident in the procedures to follow to ensure they keep children safe. The childminder follows a thorough recruitment process to employ suitable assistants. They receive an induction programme, which includes learning the childminder's safeguarding policies and procedures. The childminder makes certain that her assistants are up to date in their safeguarding training and conducts regular meetings to ensure they are confident in their knowledge and practice.

What does the setting need to do to improve?

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

- make the most of daily opportunities to increase children's independence skills, particularly during mealtimes
- continue to support children to regulate their behaviour, so they learn to recognise the impact it may have on others.

Setting details

Unique reference number	2586428
Local authority	Devon
Inspection number	10249118
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	9
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Exeter, Devon. She works with two assistants. She provides care for children from Monday to Thursday, between 8am and 5pm. She holds a relevant qualification at level 3.

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, assistants 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 assistants 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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