

Childminder report

Inspection date: 4 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 formed positive relationships with the friendly and patient childminder. They feel safe in their environment and enjoy the wide range of activities available. The childminder has a secure understanding of children's starting points, and how to help them make good progress in their development. She provides children with a warm, stimulating and engaging environment. The childminder encourages children to use different materials to help support their early writing skills. For instance, children make marks in scented couscous using paintbrushes. They use wooden letters alongside the couscous to help them to identify letters in their name. Later, children use dough to make the letters and place them on their name mat.

Children have good opportunities to explore the local community, which helps develop their understanding of the world. They visit places of worship with the childminder, such as churches and mosques, and visit the museum to learn about their heritage. Children enjoy trips to the theatre with the childminder and then expand on what they have seen by acting out their own narratives. Children recall their existing knowledge well, talking in detail about their experiences. They have a positive attitude to learning and show engagement and motivation in all activities.

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

- The childminder encourages children to develop an understanding of a healthy lifestyle. They all enjoy yoga sessions outside, practising poses, meditation and relaxing breathing techniques to support their physical development and mental health. Children enjoy growing various fruits and vegetables in the childminder's allotment, and use these to create tasty snacks, such as date and apple muffins.
- Children have strong communication and language skills. When playing with a pretend doctors set, children talk about how they will take the childminder's temperature and write her a prescription. They use a 'stethoscope' to listen to the childminder's heart and inform her that she has 'hurt her pupil' and provide her with an eye bandage. Children play with a pretend tooth set, talking about how many teeth they have and how they fall out.
- Children enjoy a wealth of stories, both fiction and fact. The childminder talks to children about the story scene and where the characters live, such as 'Paddington Bear' living in Peru. Children learn about famous people including Frida Kahlo, a Mexican painter and Coco Chanel, a French fashion designer. However, the childminder does not always help children to recall their literacy knowledge and deepen their understanding even more.
- Parents speak highly of the childminder and of the educational opportunities she provides. The childminder ensures she keeps parents up to date about their children's learning and development and ways to support this at home. She uses

an online communication system to share detailed information with parents about their children's day and care routines.

- Children enjoy plenty of baking and creative activities. The childminder skilfully helps children to develop their mathematical skills within these. Children help the childminder to find the ingredients used to make play dough and use scales to measure out the flour and salt quantities. Children use wooden numbers to match the weight of the 270 grams on the scales. They tell the childminder when they have the right amount.
- The childminder attends plenty of training to ensure she keeps her knowledge up to date to benefit children. She ensures that all family members can voice their opinions on how to best support children in their care and education to help them reach their full potential.
- Children use good descriptive language as they play. They talk about how red food colouring looks like 'dragon's blood' and how the combination of flour and salt represents a 'misty mountain'. The childminder extends their discussions well through imaginative experiences. For instance, she provides children with 'challenge cards' where they can use these ideas to create their own creations, such as using pipe cleaners and dough to make an 'alien'.

Safeguarding

The arrangements for safeguarding are effective.

Children have a good understanding of how to keep safe. They tell visitors to walk when visiting the outside space so that they do not slip on the wet leaves. The childminder carries out regular fire drills with the children, to ensure their welfare in the event of an emergency. The childminder attends frequent mandatory child protection training, to help keep her knowledge refreshed. She can identify when a child may be at risk of harm and knows which relevant safeguarding partners to contact if necessary. The childminder knows what to do in the event of an allegation against her and ensures all parents receive a copy of her safeguarding policies and procedures.

What does the setting need to do to improve?

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

- provide further opportunities for children to become fully involved during stories to extend their early reading skills even more.

Setting details

Unique reference number	2588057
Local authority	Plymouth
Inspection number	10251162
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 5
Total number of places	1
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Plymouth, Devon. The setting is known as 'Cuddle Bugs' and opens on Tuesday and Friday from 9am to 4pm, on Wednesdays from 8am to 5.30pm and on Thursdays from 8am to 4.30pm, term time only. The childminder provides free early education funding for three and four-year-old children.

Information about this inspection

Inspector

Joanne Steward

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 her evaluation of the provider.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector carried out a joint observation of a creative activity with the childminder.
- The childminder provided the inspector with a sample of key documentation, including training certificates, written statements from parents and her suitability to work with children.

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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