

Childminder report

Inspection date:

22 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 has created a welcoming environment for the children to enjoy and explore. Children are happy in her care. They have lots of toys to play with and activities to engage in that are easily accessible. For example, children enjoy playing with a toy jungle, pretending to be explorers with toy elephants and tigers. They have lots of opportunities to explore making marks, using chalk on a blackboard and crayons and paper, for example.

Children enjoy lots of opportunities to play and explore outdoors. They visit the garden daily and have suitable clothes so they can play outdoors whatever the weather. There are lots of interesting activities for them to explore. They take the bus and go on visits to a local park. They develop physical skills while they climb, balance and slide in the park.

Indoors, children play creatively and socially, using old telephones in role-play scenarios. They develop friendships with the other children. Children's behaviour is positive. They are kind and helpful to each other. Older children know how to share and the impact that their behaviour has on others. Children feel secure in the childminder's care. They learn how to process, manage, and express their feelings and emotions with the support of the childminder.

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

- The childminder has created an ambitious curriculum. She is knowledgeable about the requirements of the early years foundation stage. She creates activities that are interesting, challenging and relevant. For example, with the longer nights in winter, the childminder supports the children to explore nocturnal animals. The childminder knows the children in her care. She plans next steps well. Children are challenged. They make good progress in all areas of learning and development. They are confident in counting. However, children do not always have the space and calmness necessary to be able to experience deeper learning and concentration.
- The childminder supports the children to understand the wider world. She guides the children to celebrate other cultures and religious celebrations, for example, and children explore the festival of Diwali. Children also enjoy playing with a wooden sushi set and develop fine motor skills using chopsticks. There are lots of toys that support inclusivity and diversity. The childminder uses toys to encourage discussions about celebrating our similarities and differences. Children gain a sense of their uniqueness.
- The childminder has a good focus on children's language and communication. She is aware of the added support that some children may need as a result of the restrictions due to the COVID-19 pandemic. Children are happy to explain

what they know and what they can do. They have access to lots of interesting books. The childminder has books on display to encourage children to look at them. Books such as 'Feelings' and 'Going to the Dentist' support the children to understand the world around them. The childminder encourages children to communicate with confidence. She asks open questions. However, the childminder sometimes misses opportunities to give the children more time to think and respond.

- The childminder has good relationships with parents and carers. Parents are happy with the care their children receive and the progress their children make. The childminder provides parents with regular updates. She ensures she knows children's likes and dislikes and stages of development before children join her provision. The childminder has good links with other early years settings in the area.
- The childminder encourages children to be independent. For example, older children cut their apple into slices at snack time. She encourages children to make healthy food and exercise choices. She also supports children to understand the importance of good dental hygiene. The childminder supports children to manage their personal hygiene needs. Children wash their hands regularly and know to cover their mouths when they cough.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps herself up to date with safeguarding training. She is confident in her knowledge and understanding of the signs that may suggest a child is at risk of abuse, neglect or harm. She knows the procedures to follow and who to contact to ensure children are safe. The childminder has created suitable safeguarding arrangements to keep children safe when they are on trips out. She conducts risk assessments to make sure her home and outdoor areas are safe.

What does the setting need to do to improve?

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

- review the organisation of the learning environment to create a calm atmosphere, giving children the opportunity to deeply engage in their work and play and sustain high levels of concentration
- refine adult-led activities to enable children to have more time to think and respond to questions.

Setting details

Unique reference number	2599841
Local authority	Devon
Inspection number	10251539
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Barnstaple, Devon. She offers early years education for children aged two, three and four years. She cares for children Monday to Thursday, from 7.30am to 5pm, all year round. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Victoria Jones

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 provider.
- The inspector spoke with the childminder 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 and people living in her home.
- 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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