

Childminder report

Inspection date: 10 May 2023

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 delight in playing with one another and the childminder. The childminder uses her knowledge of the children to plan and provide activities which suit the children's next steps in development as well as their interests. She skilfully adapts activities to support younger children and extend older children in their learning. For example, while playing with magnetic shapes, she supports children to practise naming shapes and discuss concepts such as 'big' and 'little'. Children share very close relationships with one another and seek comfort and reassurance from the childminder when needed. The childminder has a very kind and caring rapport with the children.

The childminder provides a broad curriculum. She delivers teaching which focuses on developing children's understanding of the world around them, while teaching them to be effective communicators. The childminder models communication and language very well. She provides a running commentary as children play and models extending their sentences. Very young children respond in an articulate manner. The childminder ensures nursery rhymes feature in her curriculum, and children demonstrate excellent engagement while they sing, dance and play musical instruments along to familiar songs.

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

- The childminder uses her good teaching skills to teach children about mathematical concepts through play. Every opportunity to count and talk about colours or shapes is utilised. Songs are used to support basic counting skills and the children copy the childminder, attempting to count as they sing a well-known nursery rhyme. Children demonstrate joy in their learning, saying, 'I love this one.'
- The childminder provides personalised settling-in visits for the children. She gathers information about them so that she can plan their next steps in learning according to their starting points. All children make good progress in their learning and development. Children are very secure in their environment, demonstrating comfort in their familiar routine.
- The childminder has very high expectations and she praises children beautifully. Most children are very well behaved. The childminder has identified that some children need additional support to develop their understanding of the expectations at the setting and she carefully supports them to develop their awareness of the boundaries. However, when talking to the children, she does not always fully explain the consequences of their actions and the effect this has on others. Therefore, children do not always fully understand the impact of their behaviour.
- Children have plentiful opportunities to learn about the natural world and how to

socialise with other children of a similar age. For example, they go on trips to the beach, the play park and animal parks. The childminder has built positive links within the community. She and the children attend several baby and toddler groups. She supports other childminders in planning activities for the groups and they share resources.

- Parents comment very positively about the relationships established with them. They comment on the excellent communication from the childminder and how she provides a 'home-from-home' environment for the children. Parents say that their children are happy, making progress and that they would 'definitely recommend her'.
- Children learn to develop their independence well. For example, when children are learning to use buttons and zips, the childminder provides them with resources to practise these skills. Older children help to prepare for lunch and clean up after mealtimes. Generally, the childminder has strong processes for her daily routines and supports children's needs well. However, she does not think through her arrangements for snack time thoroughly, to ensure the youngest children are comfortable and hygiene processes can be easily followed by everyone.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and is very clear about her role and responsibilities to safeguard children. She is very proactive and keeps her safeguarding knowledge up to date, such as through regular training and reading. The childminder is very vigilant and knows the signs that indicate a child may be at risk of harm. She understands the correct procedures to follow in the event of a concern about a child's welfare. The childminder manages risks to children very effectively. She provides a purpose-built space for the children to use while playing outside to ensure their safety.

What does the setting need to do to improve?

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

- further support children to manage their own feelings and behaviour and understand the impact their behaviour has on others
- review arrangements for daily routines to ensure children's needs and their understanding of healthy practices are supported even further.

Setting details

Unique reference number	2626641
Local authority	Devon
Inspection number	10285701
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 2
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in the small coastal town of Seaton in Devon. She provides care for children weekdays throughout the year, from 8am to 6pm. She holds a relevant qualification at level 2. The setting is called Stepping Stones Childcare.

Information about this inspection

Inspector

Leanne Galloway

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 their evaluation of the childminder.
- The childminder gave the inspector a tour of the premises. She talked about children's learning and progress and how she delivers the curriculum.
- The inspector read feedback from parents to gain their views about the childminder.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.

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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