

Childminder report

Inspection date: 23 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 are happy, settled and confident. They explore the environment freely and choose resources to play with. Children are confident to express their wants and needs to the childminder. They are eager to interact with her and involve her in their imaginative play. Children are secure and have a good sense of belonging with the childminder. The childminder has clear intentions for what she would like the children to learn while in her care, and she provides a range of activities and experiences that help children to flourish. Children demonstrate a love of reading and are developing their early literacy skills. They eagerly bring books to the childminder to share and enjoy asking questions about the story. The childminder introduces new language to children through her quality interactions and through the many stories she shares. Children are confident communicators.

The childminder has high expectations of children's behaviour. Children show kindness and care towards each other and share well with the support of the childminder. The childminder is warm and caring towards the children. She role models how to be respectful to others through her interactions. Children enjoy regular outings to local parks and enjoy playing in an inviting outside area, which supports the development of their physical skills.

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

- Children enjoy activities of their choosing. These activities support the development of skills and knowledge in all learning areas of the early years foundation stage. The childminder encourages children to engage in activities that help them to develop their social skills, such as sharing the baby dolls and taking turns with the toy telephone.
- Children gain knowledge of mathematical concepts. They enjoy counting the stairs as they descend them. They also enjoy counting different-coloured bears and sorting them by colour, and they eagerly count the number of farm animals in a book. The children are developing their comparison skills as they compare the size of animals in a book and are excited when they spot a similar image elsewhere in the room. They happily exclaim 'The same. Flamingo in the book and a flamingo on cushion. Small in the book. That one is big.'
- Children demonstrate good levels of engagement in their learning. They spend long periods of time exploring activities of their choosing. Children build a positive attitude to learning. The childminder is quick to praise the children's efforts; as a result, they are eager to participate in activities and beam as they receive encouragement.
- The childminder has effective equipment and procedures in place for nappy changing and for supporting children to toilet train successfully. However, the childminder has not fully embedded personal care routines for children, such as

always washing hands before eating.

- The childminder talks to children about the similarities and differences between themselves and others. However, she does not yet help children learn about people and communities that may be different to their own.
- The childminder supports children in assessing their own risks. This helps children to develop confidence in themselves. For example, when sitting on chairs and drawing, the childminder reminds the children to stay seated in the middle of the chair, so they do not topple off the edge. Children exclaim, 'Yes! be careful'.
- The childminder works effectively with parents. Parents say that children are developing well since being with the childminder. The childminder regularly informs parents of the progress children are making, and parents feel that their children have made good progress with their self-confidence since they started attending the childminder's setting.
- The childminder engages with all mandatory training. However, she would benefit from taking part in further training, to consistently improve teaching of the curriculum to the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding children. She shows awareness of signs of abuse and knows the appropriate action to take when there are concerns regarding a child. She knows the importance of ensuring that the learning environment is safe and minimises risks by carrying out regular risk assessments. The childminder ensures that children tidy toys as they play so they can easily move around the playroom.

What does the setting need to do to improve?

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

- provide an environment that celebrates children's uniqueness through offering new learning experiences that enrich children's knowledge and understanding of the world
- review the daily routine, to embed good hygiene practices, such as regular handwashing, before eating
- maximise opportunities to identify professional development opportunities, to consistently improve teaching of the curriculum to the highest levels.

Setting details

Unique reference number	2632231
Local authority	Plymouth
Inspection number	10260149
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	2 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2021. She lives in Plymouth and provides childminding throughout the year.

Information about this inspection

Inspector
Shirley Evel

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and her assistants and the children.
- Parents shared their views of the childminder with the inspector.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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