

Childminder report

Inspection date: 4 July 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 and settled. The childminder is calm and caring. Children have strong emotional bonds with the childminder, which supports their well-being and self-confidence. The childminder has high expectations for children's behaviour, and she acts as a positive role model. She teaches children to use manners and regularly praises them. Children demonstrate high levels of concentration as they engage in imaginative play with each other.

The childminder has a clear intent for her curriculum, and children make good progress in their learning. They enjoy activities that form part of a planned curriculum that helps them to build on what they already know and can do. Children are motivated, curious learners who confidently explore their environment. They enjoy a wide range of resources, both indoors and outdoors, and go on regular varied outings that support their physical development and understanding of the world.

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

- Children's early mathematical skills are well supported. The childminder develops children's understanding of concepts such as shape, space and measures as well as developing their counting and number recognition skills. For example, children enjoy counting the number of building blocks they use when they build a tower.
- Children display high levels of engagement in their chosen activities. They run around with confidence, showing off their developing balance and coordination skills on balance stones. Children develop their skills to solve problems as they use a small cup to fill a larger vessel with water.
- Parents speak of how happy their children are with the childminder. They value the information that the childminder shares with them about the activities and outings that their children have enjoyed.
- Children are confident communicators. The childminder holds many conversations with them, and she values their thoughts and ideas. She ensures that children always have enough time to think and respond to her questions. The childminder introduces new vocabulary as part of her daily practice. Children repeat new words as they explore and play with them. For example, children use new bottles to spray water, and the childminder observes how the water spurts quickly. Children enjoy exclaiming 'it's spurting!' as they explore the water.
- The childminder helps children to understand healthy lifestyles. They enjoy regular opportunities to be physically active on walks and outings, and the childminder encourages them to drink plenty of water during the day.
- Children enjoy a wide range of learning experiences. For example, they attend regular playgroups and meet with other local childminders. This helps to build

their social development through their interactions with other children.

- The childminder supports children to learn alongside each other cooperatively. However, she does not always redirect children's behaviour swiftly enough when children find sharing and taking turns challenging, to ensure they remain in purposeful learning. The childminder does not always scaffold children's play effectively to help them manage their feelings and behaviours.
- The childminder is a reflective practitioner. She continually builds on her skills, knowledge and provision to provide a quality service. The childminder takes part in regular professional development opportunities, such as attending recent training on developing children's cultural capital. Following this training, the childminder now carefully considers and plans new learning experiences that enrich her curriculum, so that children learn more about the world they live in. This has led to them enjoying an outing on a train.
- Children are developing early literacy skills. They enjoy singing songs and rhymes. Children choose to share many stories with the childminder and show a real interest in illustrations and taking turns to turn the pages in a book. Children are developing their storytelling skills and enjoy retelling a story about a caterpillar. They smile as they recall how the caterpillar changed into a beautiful butterfly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She carries out daily risk assessments of her home and makes sure that the resources that children use are suitable. The childminder carries out risk assessments when she takes children on outings. She teaches children about keeping themselves safe and has supported them to develop their understanding of road safety. The childminder demonstrates knowledge of the signs of possible abuse or neglect and understands the local authority procedures to follow to report any concerns.

What does the setting need to do to improve?

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

- support children more to manage their feelings and behaviour to help them focus and remain engaged in their learning.

Setting details

Unique reference number	2638048
Local authority	Plymouth
Inspection number	10298792
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	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Plymouth. She registered in 2021. She operates from 7.30am to 5.30pm, Monday to Wednesday, and from 7.30am to 3pm on a Thursday.

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.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder 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.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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