

Childminder report

Inspection date:

27 September 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 thoroughly enjoy their time with this friendly and nurturing childminder. She forms close bonds with them and provides plenty of cuddles and fun. This supports children's social and emotional well-being and encourages their positive attitudes to learning. She talks to children about their feelings, for example giving lots of praise and guidance when they are trying to manage a new skill. Even the youngest children concentrate and persevere with great determination to succeed. The childminder has high expectations and children behave very well. They use good manners, share toys and play happily together.

The childminder plans her curriculum well to inspire children's interests and meet their learning needs. She continually targets her support to ensure that children's knowledge and skills continue to grow. For example, children become curious about numbers and learn mathematical concepts. The childminder encourages them to notice and identify different shapes as they use play dough. She successfully builds on this as they eagerly search for shapes around the room. Older children extend their understanding of the value of numbers as they divide the dough into pieces. They gain the ability to make simple calculations under the childminder's skillful encouragement.

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

- The childminder uses her considerable knowledge of child development and her expertise to support children's learning throughout the curriculum. She engages children of different ages and stages of development to successfully extend their learning. For example, older children sing along to their favourite songs, learning about rhythm and rhyme. Younger children tap wooden spoons, moving and laughing with great enjoyment. They play and learn from each other during the valuable experience of singing together.
- There are strong partnerships with parents and other professionals when children need additional help. The childminder monitors children's development diligently to notice any gaps in their learning. She provides targeted and sensitive support when necessary.
- The childminder promotes children's speech and language development extremely well. She continually interacts with children positively to extend their communication skills. For example, the childminder introduces a rich range of vocabulary as children explore the texture of play dough. Older children relish using words, such as 'oozing' and 'stretchy', as they play. Younger children listen carefully and copy the childminder as she talks about 'rolling' and 'pressing' the dough.
- Parents speak highly of the childminder and comment that she is 'patient and kind'. They appreciate the learning and development opportunities their children

enjoy. They praise the childminder for being nurturing and professional. The childminder communicates well with parents, for example, through daily updates and photographs and verbal feedback. She gives advice to parents when they need it and provides resources to support home learning.

- The childminder is well qualified and continues to prioritise her professional development. There is a sharp focus on developing her skills further to support the children in her care. For example, she has recently attended training to enhance her practice in communicating with children through sign language. The childminder evaluates her practice well and identifies areas she would like to develop further accurately.
- Children learn about the importance of adopting a healthy lifestyle. They have plenty of opportunities to be physically active and enjoy daily fresh air. The childminder teaches children about good oral hygiene and eating healthy and nutritious meals.
- Children enjoy attending local groups, where they socialise with others and take part in a wide range of activities. They learn about their local area, using public transport for example. Children have some interesting opportunities to find out about other cultures. However, the childminder does not consolidate and broaden their experiences to extend their understanding of communities beyond their own.
- There are good partnerships with other settings children also attend to support their continued progress. The childminder has identified the need to strengthen links with local schools as children move on to their future education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of her responsibility in protecting children's welfare and she knows who to contact should she have concerns about a child's welfare. She keeps her child protection knowledge updated to ensure that she is alert to any signs that a child may be at risk of harm. The childminder teaches children how to manage their own safety. She talks to older children about how they might take care if it is wet and slippery outside. Children help to keep their play environment tidy, which reduces hazards and prevents accidents.

What does the setting need to do to improve?

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

- extend opportunities for children to learn about other cultures and ways of life beyond their own through a broader range of experiences
- engage with local schools even more effectively to provide children with a high level of support when they eventually move on in their future education.

Setting details

Unique reference number	2640114
Local authority	Plymouth
Inspection number	10305074
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 4
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 August 2021. She lives in Plymouth, Devon and operates each week day from 8.30am until 5pm. The childminder receives funding for free early education for children aged two, three and four years. She has qualified teacher status.

Information about this inspection

Inspector

Margaret Baird

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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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