

Childminder report

Inspection date:

28 November 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

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 very happy and settled in the childminder's care. They benefit from a secure and nurturing environment in which they form loving and trusting relationships with the childminder. They explore confidently, are curious to join in activities and engage well in their play. Children develop extremely good behaviour and attitudes. The childminder is an excellent role model who has high expectations of their behaviour. Children listen very well, willingly help others, and older children resolve disagreements themselves.

The childminder provides a broad curriculum to support children's interests and all-round development. This includes a focus on outdoor learning and child-led play. Children choose freely and enjoy creating their own ideas. For example, they engage for long periods using many tools and utensils to combine water, petals and herbs in the garden mud kitchen. They use their imagination well, making pretend drinks, such as whisking up 'frothy hot chocolate' from water and foam, and create pictures and models from natural resources and everyday objects. Children benefit from activities and daily outings to enrich their experiences. For example, they learn about the natural environment on walks in the woods and at the beach, and they learn about diversity in the world.

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

- The childminder works closely with parents from the start to meet children's individual needs consistently and to monitor their learning. She knows the children well and plans activities to support their interests and to help them in achieving their next steps for learning.
- The childminder uses her teaching skills to help children make good progress. She encourages children to lead their own play, while also joining in to support them and to build on what they already know and can do. For example, she encourages them to count, to name colours and compare the size of objects. However, on occasions, she misses opportunities to enhance children's mathematical development even further, such as providing more counting challenges for older children and helping children to learn more about shapes.
- Children develop the skills they need in readiness for school. They demonstrate extremely good independence and self-confidence. They learn to manage many tasks efficiently for themselves. For example, they help to prepare snacks, peel and chop fruits and learn to manage their own personal hygiene.
- Children are interested and motivated learners who enjoy the wide range of exciting activities. They find out how colours change when mixed, explore the smell and feel of herbs they use when making dough models and join in music and movement activities with great enthusiasm.
- Children communicate well. The childminder encourages them to talk through

the discussions she instigates with them. She helps them to learn new words regularly to build their vocabulary. She provides activities to help them gain a deeper understanding of words, such as bringing natural resources they find on walks back home to learn about and introducing props to the focus story of the week.

- Children benefit from activities throughout the day to support their physical development. They use many tools to develop small-muscle skills and benefit from lots of walks and outdoor learning. They learn about dental care, healthy eating and good personal hygiene.
- Partnerships with parents are strong. The childminder communicates closely with them to include them in all aspects of their children's care and development. Parents share very positive views of the childminder's provision. They state, for example, that their children love attending, enjoy wonderful activities and thrive in the childminder's care. The childminder understands the importance of working with any other providers who care for the children to meet children's needs consistently.
- The childminder manages her provision efficiently. She reflects continually on her provision and values professional development to enhance her knowledge, skills and children's experiences. For example, she has undertaken training to learn more about promoting children's curiosity and problem-solving in play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding role and responsibilities. She keeps her knowledge up to date, such as through attending regular training. The childminder understands the risks to children and the signs that a child might be at risk of harm. She knows the correct procedures to follow in the event of any concerns about a child's welfare. The childminder uses risk assessments to maintain safe and secure environments. She provides guidance to help children learn about keeping themselves safe.

What does the setting need to do to improve?

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

- increase the opportunities to enhance children's mathematical development even further.

Setting details

Unique reference number	2647561
Local authority	Devon
Inspection number	10305089
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Exmouth, Devon. The childminder offers care from 8am to 5pm, Monday to Thursday. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Bridget Copson

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 setting.
- The childminder completed a learning walk around her home with the inspector and explained how she meets children's needs and delivers the curriculum.
- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' 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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