

Childminder report

Inspection date: 12 March 2024

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 in the care of this kind and nurturing childminder. They seek out her company and relish the attention she gives them. Children feel safe and secure. They demonstrate warm relationships with their friends and play well alongside each other in the home-from-home environment. They learn about their emotions and what makes them unique.

Children learn about a wide variety of topics as part of an ambitious curriculum. The childminder plans in daily outings designed to encourage curiosity and to deepen children's knowledge of the world around them. Children learn to use books to identify the different trees they find on their adventures. They collect acorns and watch them grow in plant pots in the garden. They develop a love of nature and being outdoors.

Children are excited by their learning. They make thoughtful observations as they play. The childminder patiently teaches them to use magnifying glasses to look at the tadpoles they collect from a local pond. They persevere as they practise using the stand on the magnifying glass and experiment with looking at other objects closely. They take great satisfaction and pride in having successfully completed a task.

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

- The childminder has a clear intent for her curriculum. She has a very good understanding of how children learn and knows the children in her care very well. She regularly assesses their progress and identifies any gaps in their learning in order to provide personalised next steps. Children achieve well across the curriculum. However, at times, she does not encourage the quietest children to take a more active part in group activities and express their ideas with others.
- Children's mathematical development is good. The childminder skilfully introduces mathematical concepts and language into her interactions with the children. She provides activities which give children the opportunity to use their knowledge around counting, number recognition and measure. For instance, children spontaneously count and sort magnets as they play with them in a messy tray activity.
- Children demonstrate a love of reading. They listen with interest as the childminder reads them favourite stories they have brought in from home. She uses props, such as cuddly toys, to help stories come to life and effectively engage children. Children are introduced to new vocabulary as they read. The childminder makes good links between the books they read and prior learning. For example, children excitedly read books about animals after a recent trip to

the zoo.

- The childminder recognises when children have special educational needs and/or disabilities (SEND). She carefully considers the best approach for supporting them and contacts other professionals for support where necessary. She completes relevant training to help her support children with SEND. For instance, she has recently completed a course in supporting children with speech and language difficulties. However, she is not always consistent in the strategies she uses to meet these children's specific needs and help them pronounce words correctly.
- The childminder encourages the children to be independent. Children become increasingly capable of looking after their own care needs as they get older. They learn to effectively pour their own drinks at meal times and put on their outdoor clothes independently. They are confident in making choices about their play and the activities they want to take part in.
- Children behave well and demonstrate positive attitudes to learning. The childminder has high expectations of children's behaviour and conduct. Children learn to be respectful of each other and are encouraged to share resources. The childminder supports children to recognise and manage their own feelings as they play.
- Partnerships with parents are strong. Parents appreciate the positive and warm environment the childminder provides for their children. The childminder takes good account of the need to communicate well with parents. She provides regular updates on their child's progress and works effectively to share ideas for supporting their learning at home. For example, children chose books from the childminder's library box to take home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- encourage children who are quieter to participate even more in group activities and express their ideas with others
- support children with SEND more consistently, particularly those who have speech and language difficulties, to help them pronounce words correctly.

Setting details

Unique reference number	2648372
Local authority	Plymouth
Inspection number	10332868
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Plymouth, Devon. She offers care from 8am to 5pm, Monday to Thursday, and from 8am to 2pm on Fridays. The childminder holds a relevant level 6 qualification. She is currently receipt of funding for free early years education for children aged three- and four-years-old.

Information about this inspection

Inspector

Leanne Edge

Inspection activities

- This was the first routine inspection the provider 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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

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Textphone: 0161 618 8524
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