

Childminder report

Inspection date: 3 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled. The dedicated childminder, alongside an assistant and a co-childminder, has created an interesting and inviting learning environment. Children are eager to learn and have positive attitudes to learning. They enjoy making choices in their play and chatting with friends. The childminder forms strong relationships with children in her care. She is warm and caring towards the children and role models respectful interactions. The childminder promotes sharing and turn-taking well. She supports children to understand the needs of others and the impact of their behaviour on their friends.

The childminder has a clear intent for her curriculum that focuses on providing children with a calm, beautiful space to learn. Her ethos of helping children experience real-life adventures, while learning to care for others and develop independence, is embedded in the daily activities and adventures children enjoy. Children enjoy physical play. They explore woodlands, play in the garden and visit local farms.

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

- The childminder has a comprehensive understanding of every child. She knows their characters and supports them to flourish. Progress is monitored and the childminder supports children's next steps in learning as they play. She praises children for their efforts, and this supports them to develop resilience and keep trying when they find something challenging. For example, as younger children find climbing the plank in the pirate ship tricky, she encourages them to persevere. When they reach the top of the ship, they cheer with delight at their achievement.
- The childminder promotes early literacy skills as she teaches children about the world around them. She shares an interactive bird book, speaking to children about song thrushes and swallows in the book. Children thoroughly enjoy the book, pressing the sound buttons and listening to the sound of each bird. The childminder speaks with children about nests belonging to different birds. Children are enthralled by a variety of nests the childminder has for them to touch. Children then enjoy spotting birds as they fly overhead.
- The childminder helps children's imaginations to blossom as they create treasure maps together and search for treasure around the garden. Children confidently make marks. They share their treasure map creations with visitors and encourage them to board their pirate ship.
- As children enjoy creating their own recipes in the mud kitchen, the childminder speaks with them about the herbs they grew together. Children enjoy picking mint leaves and munching them. The childminder asks what it tastes like, and children respond, 'Just like toothpaste!'

- The childminder interacts frequently with children as they play and learn. Children enjoy playing alongside her; however, sometimes interactions are not purposeful and do not support or extend learning. For example, as children enjoy filling and emptying various containers in the water tray, the childminder approaches and speaks with them but interrupts and distracts their focus. Children then move to another activity.
- Children spend all morning engaged in outdoor activities. They thoroughly enjoy themselves. They play imaginatively as they pretend to be travelling on their holiday or protecting their pirate ship. They develop balance, control and coordination as they enjoy playing on ride-along tractors and bikes and trikes. Children spend time exploring storybooks with friends. The childminder does not, however, adequately teach children practices for sun safety. Children are taught the importance of wearing a sun hat in the heat. However, they spend a long time playing in direct sun with no shade breaks or reminders to keep drinking water.
- Parent partnerships are strong. The childminder builds close bonds with the families she works with. Parents greatly appreciate the childminder and the care she provides for their children. Parents value the childminder's guidance on promoting positive behaviours at home. When children attend more than one setting, the childminder is proactive in liaising with other providers to ensure children's needs are best supported.
- The childminder does not manage mealtimes well. She does promote good hygiene practices. She supports children to wash their hands before eating. However, children wait an exceptionally long time before they are seated for lunch and become frustrated and unsettled.
- The childminder promotes a love of reading. She reads children stories with expression and builds children's interest. They show high levels of focus and engagement and clearly love books. Children spend a lot of time looking at books independently.

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:

- develop practices for supporting children to understand health and safety practices and learn to lead these independently
- improve routines for mealtimes so they are effective in providing children with eating experiences that promote well-being

- enhance interactions with children when they are engaged in play, to ensure they support or extend learning.

Setting details

Unique reference number	2650926
Local authority	Devon
Inspection number	10405169
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	19 October 2023

Information about this early years setting

The childminder registered in September 2021 and lives in Morebath, near Tiverton. She works with an assistant and a co-childminder. The childminder operates from Monday to Friday, 8am to 5pm, throughout the year. She holds a relevant level 3 early years qualification. The childminder offers government-funded places for childcare.

Information about this inspection

Inspector

Shirley Evel

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with the childminder's assistant and with her co-childminder.

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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