

Childminder report

Inspection date: 19 October 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

The childminder understands the importance of secure relationships, and children have strong bonds with her and her assistant. Children are happy and enjoy rich learning experiences in the childminder's nurturing care. The childminder has created a home-from-home for children, who eagerly say goodbye to their parents, confidently enter the home and find their friends. The childminder has developed a successful curriculum. She is clear about what she wants children to learn so they gain the skills they need to be independent, confident and curious. Children receive good support to play cooperatively in small groups. They enjoy building a toy train track with the childminder's assistant. She gives them support, time and space to make decisions as a group about how they will build the track. Children develop confidence in their own ideas and are calm and relaxed.

Children enjoy lots of opportunities to play outdoors. The childminder supports their local knowledge during trips to places such as the local woods and village shop. Children develop social skills as they play together, for example working together to open the door to the playhouse. Children build core skills and balance as they walk along a balance beam or use a small slide with the guidance of the assistant. Children love to play in the mud kitchen. They independently get water from an outdoor tap, pour it into jugs and carry them to an outside sink, developing strength and coordination. Children explore creatively as they mix water with mud and other items, such as leaves they have found in the garden or sticks brought back from a recent nature walk with the childminder.

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

- The childminder has developed an ambitious curriculum that prepares children well for the next stage of learning. She gives children time to practise what they know and can do and supports them to recall prior experiences. The curriculum is well sequenced, and the childminder knows the children and their needs well. She is aware of the importance of developing children's communication skills. She aims to increase children's vocabulary with a list of new words for her and the assistant to use. However, in practice, the childminder does not consistently use this list or make best use of opportunities to further extend children's communication. For example, she does not always guide children to use more than one word in their answers, which limits children's development of building sentences.
- The childminder is aware of the importance of developing children's skills and confidence in mathematics. When children carry pumpkins to a creative area, she discusses which are bigger and smaller. However, the childminder does not introduce number and counting to all of the children effectively. As a result, younger children do not experience and develop confidence in early mathematics

as successfully as they could.

- Children love looking at books and listening to the childminder read them stories. The childminder reads in an exciting and interesting way. She engages children well. Children regularly and independently choose books to look at. They know some stories very well and show they understand what has been read to them. For example, young children look at books and make appropriate movements to match the story, such as pointing to their head or nose, copying what is happening in the story.
- The childminder makes time for her own and her assistant's professional development. She regularly undertakes training courses and ensures her assistant is confident and capable in her role. The childminder ensures the knowledge she has gained from training has a positive impact on children's development. Parents report that they are happy with the care their children receive. They feed back that the childminder keeps them up to date with children's progress and what activities children are doing.
- Children's behaviour is good and the childminder has high expectations for their conduct. Children are respectful, kind and happy to help each other. For example, they help their friends put their outdoor coats and hats on. Children listen carefully and respond to requests from the childminder, for example when they need to wash their hands or tidy toys away. The childminder gives calm and clear explanations to guide children to understand how their behaviour has an impact on others.
- There is a focus on enabling children to develop their creative side. The childminder supports children to explore their emotions and thoughts and express these in drawings, songs and role play. Children decorate a pumpkin using paintbrushes, glue, glitter and paper. They confidently use crayons to make marks and explore colour on a large sheet taped to the floor, developing their concentration and skills in drawing and using colour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of child protection. They recognise the signs and symptoms of possible abuse, and the childminder has robust safeguarding policies and procedures in place. They know how to put these policies and procedures into practice and who to contact to ensure children are safe. The childminder ensures she and her assistant regularly attend training in safeguarding to keep their knowledge up to date. The childminder has taken safer recruitment training to ensure she employs suitable staff. She conducts regular risk assessments of her home to ensure children are safe from harm.

What does the setting need to do to improve?

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

- develop interactions with children to support them to build a richer vocabulary and become more confident communicators
- support children to develop their early mathematical skills and knowledge even further.

Setting details

Unique reference number	2650926
Local authority	Devon
Inspection number	10308690
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 September 2021 and lives in Morebath, near Tiverton. She works with an assistant. The childminder operates from Monday to Friday, 8am to 5pm, throughout the year. She holds a relevant level 3 early years qualification and receives early education funding to provide free places for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Jones

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 inspector spoke with the childminder, her assistant and the children during the inspection.
- The inspector observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder, her assistant and people living in the home.
- The inspector spoke to parents during the inspection and took account of their 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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