

Childminder report

Inspection date: 18 April 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 arrive happily and settle quickly. The friendly childminder demonstrates a very good knowledge of child development. She ensures that all children are treated with respect and provides high-quality, inclusive care. Children are excited by the curriculum the childminder has designed. They use their imaginations as they pretend to make a meal for the childminder in the toy kitchen. They delight as they jump and climb on the play equipment in the garden. They demonstrate curiosity as they investigate the different noises instruments make.

Children behave well at all times and demonstrate positive attitudes to learning. They are particularly enthusiastic during group activities. The childminder is kind and caring, and she listens to them all with interest. Children become deeply engaged as they take part in creative activities. They carefully hold their pens as the childminder encourages them to try to write their names. They demonstrate great pride in their efforts at writing. The childminder promotes a love of books. She makes story times fun and engaging. Children delight as they roar and stomp like dinosaurs. They access a range of quality books independently and excitedly share what they read with their friends. They demonstrate warm relationships with the childminder and each other.

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

- The childminder has put in place a varied and ambitious curriculum. She works well alongside a co-childminder to create learning experiences that meet the needs of the children she cares for. Children are excited by the weekly topics based on children's interests, such as dinosaurs.
- The childminder knows the children very well. She confidently talks about the good progress children have made across the curriculum and their individual next steps. She adapts activities for children based on their individual needs. For example, she includes turn-taking while teaching a group of children how to plant cress seeds.
- The childminder creates a language-rich environment. She continuously provides children with opportunities to learn new words to extend their vocabulary. Children recall these new words and concepts very well, and they use them in their discussions with the childminder. For instance, they confidently use the word 'extinct' as they learn about dinosaurs.
- Children with special educational needs and/or disabilities (SEND) are well supported. The childminder quickly identifies children who need additional help and is confident in referring them to other agencies where necessary. The childminder works in partnership with other professionals to provide targeted support for children. For example, she works closely with the speech therapist and puts in place the strategies they recommend.

- Children learn how to keep themselves healthy. The childminder skilfully makes links to healthy eating as they discuss what dinosaurs might eat. She talks to children about how important it is for them to brush their teeth, and the children confidently talk about what they do at home.
- The childminder provides activities designed to make the children more independent. For instance, children learn to pour their own drinks at snack time and practise putting on their own shoes when they go outside to play. However, on occasion, during group activities, she does not encourage children to persevere when they say they cannot do an activity and completes it for them.
- Behaviour is good. Children listen very well to the childminder and join in group activities. They manage their feelings well and demonstrate a sense of right and wrong. However, the childminder does not always encourage quieter, less confident children to engage in play with the other children, especially during free play times.
- Parents are very appreciative of the service the childminder provides. They praise her professionalism, warmth and welcoming manner. The childminder works especially well alongside parents of children with SEND.
- The childminder is reflective. She completes regular training and talks about the positive impact it has had on her practice. She thoughtfully identifies areas for improvement. For example, while the childminder demonstrates effective relationships with parents, she would like to spend more time discussing their children's individual needs and how to support them at 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:

- further support children to persevere when they find an activity difficult so that they can complete it independently
- increase opportunities to support the quieter children in developing their confidence to play with other children, especially during free play times.

Setting details

Unique reference number	2662780
Local authority	Devon
Inspection number	10246545
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in December 2021 and works at the home of a co-childminder in Barnstaple, North Devon. The setting is called 'T & D Childcare' and is open all year round. The childminder works from 8am to 4pm on a Tuesday, Wednesday and Friday, and from 8am to 2pm on a Thursday. She sometimes works with an assistant. The childminder holds a relevant level 3 qualification. She provides funded early education for children aged two, three and four years old.

Information about this inspection

Inspector

Leanne Edge

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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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