

Childminder report

Inspection date: 9 October 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

The childminder and the staff at the setting provide a warm welcome for children. They have a strong sense of belonging in the home and move around with purpose. Children are supported with their emotional needs; they seek out the childminder for comfort when needed. From an early age, the children are eager to explore the toys and equipment on offer. Babies join in with the older children's play, exploring resources with their senses, as the childminder narrates play and encourages the children to babble and practise early language skills. Older children play cooperatively with the babies, such as sharing stories with them and turning pages while talking to them. They show care and consideration for one another.

The childminder has an ambitious and broad curriculum that focuses on the skills and knowledge children need to prepare them for future learning. Planning is completed by using the children's existing knowledge and interests. A variety of exciting activities are offered to engage and motivate the children in their learning. The children are keen and motivated learners who demonstrate positive attitudes towards learning. They persevere with tasks and create with different malleable materials, such as sand and play dough. As they do, the children comment, 'I'm making a bridge,' demonstrating they are proud of their achievements. All children make good progress from their original starting points.

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

- The childminder has a clear and well-sequenced curriculum. She knows the children's individual needs and interests very well. The childminder ensures that children with special educational needs and/or disabilities make good progress. She works collaboratively with a range of professionals, incorporating advice into their individual plans for all children to meet their needs and promote learning.
- Children develop an interest in books in the setting; they relish story time with the childminder. For example, children sit in a circle, and with a large black sheet, they recreate the story 'We're Going on a Bear Hunt'. The children lift the sheet up and down and move to actions in the story, such as 'Swishy swashy grass'. The childminder models new words clearly and repeats back what the children say. She consistently supports children to practise and extend their thinking, listening and speaking skills. Consequently, children rapidly become confident and clear communicators.
- The childminder supports staff by modelling practice. The childminder has supervision meetings each term with the staff to support them in their role. They pass relevant information on to them daily. Staff undertake training, such as first aid and safeguarding. However, the childminder does not fully support them to build on and strengthen their teaching and practice by providing focused professional development opportunities. Consequently, although children engage

well in activities, some learning is more incidental than purposeful.

- Children are encouraged to develop their thoughts and ideas. The childminder and staff recognise their curiosity. They use their knowledge of children's learning and individual interests to enhance their play and concentration. For example, in the garden, children create ramps using wooden water channels for their cars. Children learn how to focus for extended periods independently. However, at times, the childminder does not always extend activities or experiences to challenge children further when they demonstrate competency and readiness to develop their skills and knowledge.
- Children have lots of opportunities to practise their self-help skills and develop independence, such as peeling their own piece of fruit during snack time. The childminder offers praise and encouragement. Children develop the core skills they require to build on their learning successfully.
- Partnerships with parents are strong. They receive learning updates and photos via an app. The childminder sends termly overviews to parents and works with them to support children's development. Parents and carers praise the childminder's home-from-home setting and say, 'Children are happy, safe and settled.'
- The childminder provides opportunities for children to spend time in the community they live. She provides a range of different experiences to teach them to understand the world, for example visiting the local donkey sanctuary and parks.

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:

- focus more precisely on the ongoing support and professional development of the staff, to help raise their practice to a higher level
- provide more challenge during children's self-chosen play, particularly for older children, to extend their learning and maximise their progress.

Setting details

Unique reference number	2675231
Local authority	Devon
Inspection number	10360088
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	15
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in June 2022 and lives in Sidmouth. She works with an assistant. They operate Monday to Friday, all year round, from 8am until 6pm. The childminder offers the government-funded places for childcare.

Information about this inspection

Inspector

Vicky Burns

Inspection activities

- Children communicated with 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 and inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to the staff at convenient times during the inspection.

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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