

Childminder report

Inspection date: 18 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

Children demonstrate that they are happy and settled in the childminder's care. They are eager to join in with activities and explore freely. The childminder offers praise and encouragement. Children have high levels of self-esteem and confidence. They develop resilience and independence. For example, they keep trying when pushing clay through tubes and say, 'I can do it'. They put on their own coats and shoes and attend to their own toileting needs.

Children find out about the wider world through discussions and stories. The childminder offers a curriculum that focuses on developing an understanding of and respect for the similarities and differences of others. For instance, they use photographs of children's home lives to talk about how families do not look the same for everyone. Children develop their sense of place within the local community through regular visits to shops and the library.

Children behave well. The childminder provides clear guidance on what behaviours she expects from them. Children learn about feelings and emotions. They understand the impact that their behaviour has on others and ways to make people happy. They display high levels of social skills and care. For example, they praise other children when they do well, and resolve disputes quickly, saying 'let's take it in turns'.

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

- The childminder assesses children's progress. She finds out about children's starting points when they join her. She regularly observes children to identify the next steps in their learning and development. For example, she teaches children to recognise the letters in their name, and models blending sounds in words to prepare children for starting school. Children make strong progress.
- The childminder evaluates her practice and maintains a good standard of care and learning for children. For example, she monitors the engagement of children during activities, to evaluate the quality of her curriculum. For instance, she bought small indoor construction sets with sand so that children could follow this interest inside when they could not go outside, such as when younger children were asleep. Children show excitement in using the new toys and play well together while building their problem-solving skills.
- The childminder considers how to extend children's learning. She supports children to make connections with real-life events and their play. For instance, she had a 'dog day' when a child had a new puppy at home. Children learned how to care for dogs and other pets. The childminder teaches children how to care for babies using the dolls in the setting when new siblings are born. Children are prepared well for new experiences.

- The childminder promotes children's early understanding of mathematics. She helps them to count, demonstrating with her fingers and asking children to copy her. The childminder models the language of size, such as 'bigger' and 'smaller', during play. Children then accurately use these words to describe balloons.
- The childminder develops children's communication and language well. She introduces new words and encourages children to build their vocabulary. For example, children stand barefoot in trays with covered items, such as cold blocks, and they describe how the items feel. The childminder repeats the words, modelling the accurate pronunciation, and offers new words for children to learn, such as 'crunchy' and 'freezing'. Children repeat the words, which supports their developing vocabulary.
- The childminder successfully promotes a two-way flow of communication with parents and other settings that children attend. This supports continuity of care and learning for children. Parents comment that their children 'love' to come to the setting, and make good progress.
- Children learn about oral health and talk about brushing their teeth at home. They begin to understand which foods are healthy and which should be kept for treats. However, the childminder does not always help children to learn why good hygiene is important. For example, she does not encourage all children to wash their hands when coming in from the garden, or explain why they need to do this.
- Children begin to assess risks during outside play. They develop their physical skills when using bicycles as they balance and steer. They have access to the childminder's garden, where they play in the fresh air. However, at times, children's play is interrupted due to not having the correct clothing to continue when mild changes in the weather occur. At these times, children become disappointed because the childminder takes them indoors and their learning is disrupted.

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:

- implement effective hygiene practices to help children to develop an understanding of routines that contribute to good health
- plan more effectively, particularly when children play outdoors, to ensure children remain consistently engaged in learning without interruption.

Setting details

Unique reference number	2683902
Local authority	Devon
Inspection number	10355311
Type of provision	Childminder
Registers	Early Years 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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Chagford, Devon. She offers care on Monday, Tuesday, Thursday and Friday from 8.30am to 4pm, all year round. The childminder holds a level 3 qualification in childcare.

Information about this inspection

Inspector

Rebecca Martin

Inspection activities

- 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.
- 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the 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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