

Childminder report

Inspection date: 28 May 2025

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

This caring childminder builds relationships and strong bonds with children. She gathers information about children from parents before they start with her. She uses this information to settle children by following their routines and knowing how they like to be soothed if they become upset. She sits with children, providing them with praise, attention and comfort such as cuddles. Children are happy and thrive in this nurturing environment.

The childminder puts an ambitious curriculum in place for children. She focuses on key skills for children's future learning, such as confidence, social skills and physical development. She observes and assesses children regularly to identify relevant next steps in their learning. The childminder uses these to create individual learning opportunities for children, through planned activities and by adapting activities while children play. She extends and challenges children based on her knowledge of what they need. Children are motivated learners. They persevere and rise to the challenges and extended learning the childminder offers. For instance, children enjoy trying to throw balls in pots and continue to try until they manage to do it. They enjoy the praise given to them by the childminder and try again, benefitting from the development of their coordination and resilience.

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

- The childminder supports children's speech development effectively. She teaches children simple songs and nursery rhymes. She narrates children's play to model words and how to use words to communicate and build sentences in speech. Children copy her words and use them in their play. For instance, children spot birds in the sky and try to say pigeon, a new word they have learned.
- Children build a love of books and reading. They take books to the childminder to read to them and sit attentively as she reads. The childminder skilfully involves children by asking questions and allowing children to turn pages. She deepens children's knowledge by referring to what children already know and introduces new concepts and vocabulary. For example, she reminds children of the insects they have seen on a visit to the park and supports them to locate them in books.
- The childminder supports children's understanding of expected behaviours and respecting others. She gives gentle reminders and prompts to children. For instance, she reminds children to not take the toys other children are playing with. However, the childminder does not always extend children's understanding by explaining the possible consequences of their actions. As a result, they are not always able to make these choices for themselves.
- Children build habits that support their health. They enjoy a range of well-planned, nutritious foods that the childminder provides at snack and lunchtimes.

They learn what foods are good for us and which are 'treats'. Children choose to play outside in the fresh air. They learn what it means to lead a healthy lifestyle.

- The childminder supports children to become confident and develop independence. For instance, children learn to sit themselves at the table ready for snack and lunch. However, she does not fully extend their ability to build self-care skills. For example, she sometimes washes younger children's hands for them and wipes their faces. Children are not as independent during these activities as they are at other times.
- The childminder is committed to developing her professional knowledge. She regularly refreshes her mandatory training to keep her skills updated. She observes the children to assess the effectiveness of her provision and seeks training to improve her interactions. She works with co-childminders and local childminders to identify any gaps in her knowledge. For instance, she discusses and clarifies her understanding of changes to important documents, such as the 'Statutory framework for the early years foundation stage'.
- The childminder understands the importance of working closely with parents. She shares information about children's progress at daily drop offs and pick ups. Children benefit from this partnership approach. For instance, she provides photo books of the setting for children with special educational needs and/or disabilities who may need more support in settling with her. Parents and children look at these at home. Children become familiar with the childminder and the setting and are more confident to leave their parents each day.

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:

- explain the consequences of children's actions so they understand why they need to do or not do something and can consistently make good choices for themselves
- further extend children's ability to do things for themselves, such as washing their own hands and wiping faces, to build on their developing skills of independence and self-care.

Setting details

Unique reference number	2686166
Local authority	Devon
Inspection number	10354327
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and works with her daughter, who is her co-childminder, from her daughter's home. The setting is known as 'Tiny Humans'. The childminder works various days when required, all year round. The childminder holds a relevant level 3 qualification.

Information about this inspection

Inspector

Rebecca Martin

Inspection activities

- The childminder took the inspector on a learning walk across all areas of the premises to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living and working on the premises.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector talked with children 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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