

Childminder report

Inspection date: 23 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 has created a home-from-home setting where children feel happy, safe and secure. She has a caring manner and has positive relationships with the children and their families. Children happily seek out the childminder for comfort and interactions. The childminder has established secure routines that the children understand and follow. For instance, when the children get ready to go outside, they know where to find their outdoor clothing and persevere to put them on independently.

The childminder provides a curriculum that supports children to be confident, happy and prepared for their move to school. She has planned the curriculum to meet the needs of all children. Children have positive attitudes to learning. They build on what they know and can do. The childminder uses seasonal themes to provide art and craft activities, which helps children learn about different cultures and festivals. For example, they use sticky-back plastic and dried foods, such as lentils, to decorate pumpkins. The childminder helps children to build the muscles in their hands to increase their coordination to use a pincer grip in preparation for early writing. Children are proud of themselves and share what they have created with their peers.

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

- Children behave well. The childminder recognises children's good behaviour and uses praise consistently. She is a good role model and is proactive in supporting children's social skills. The childminder has clear boundaries and offers explanations to the children about their actions. The childminder reinforces the importance of sharing and taking turns with the children and offers praise to promote positive behaviours. As a result, children demonstrate kindness and a caring attitude towards others as they play.
- The childminder is good at supporting children's communication and language skills. She gets down to their level and constantly narrates as children play. As children explore the inside of a pumpkin, the childminder introduces new vocabulary, such as 'fibre strands', and she identifies the 'seeds'. However, the childminder often asks too many questions and does not give children enough time to answer and share their thoughts and ideas. This does not fully allow children to extend their communication skills.
- The childminder gathers information about children's interests and starting points of learning from parents. She tailors the curriculum to meet the individual needs of the children. The childminder plans activities that she knows children will enjoy and provide them with challenges. However, at times, she does not consider the needs of the younger children, which results in them not always engaging in play. Consequently, learning is sometimes missed for these children.

- The childminder incorporates mathematical language into children's play. For example, number tiles are added to an autumn-inspired tray. The children find the hidden tiles and show the childminder, who identifies the numbers. Older children confidently repeat the numbers and attempt to count from one to 10 during their play.
- Children develop their independence skills. The childminder provides children with plenty of choices. Children are learning to do things for themselves and know when they need to ask for help. For example, they use safety knives to chop fruit at snack time, which develops their hand-eye coordination. The childminder promotes children's good health. Children stand at the sink and follow the childminder's instructions as they wash their hands. She prompts them to check that their hands are dry before they sit at the table.
- The childminder fosters strong relationships with parents from the start. Parents are fully informed of their child's care and learning. Parents provide excellent feedback for the childminder. They comment on the good communication and learning opportunities provided for their children.
- The childminder provides children with experiences to broaden their understanding of the world. She takes them to the local church, parks, playgroups and library. These opportunities help to teach children about their diverse surroundings and promote their social skills.

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:

- allow children the time they need to think through their responses to questions to support their communication and language more effectively
- support younger children's attention and focus during adult-led activities to ensure that their learning needs are being met alongside the older children.

Setting details

Unique reference number	2688659
Local authority	Devon
Inspection number	10363590
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 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives near Bideford, North Devon. She operates during term time from 8am to 5pm, Tuesday, Wednesday and Friday. The childminder offers government funded places for children.

Information about this inspection

Inspector

Vicky Burns

Inspection activities

- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning. They discussed how the childminder works in partnership with parents.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed how the childminder interacted with children and spoke with the children present.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- 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 provided the inspector with written feedback.

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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