

Childminder report

Inspection date: 9 December 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 are happy and safe. The childminder thoroughly knows each child's character and children have strong bonds with her. She speaks to the children with warmth and care. Children's confidence and independence flourish as she respects and responds to children's words and creations. Children have many opportunities to make choices about their own learning and they show good levels of concentration and engagement as they play. The childminder has a clear vision and focus for her curriculum. She prioritises supporting the development of effective communication skills, social skills, creativity, resilience and a love of stories and rhymes. Children with special educational needs and/or disabilities make good progress in their development, relative to their individual starting points.

Children make good progress from their starting points, and the childminder has clear procedures in place to monitor progress regularly, so she can build effectively on what children already know and can do. Children enjoy many, varied outings to support learning and development. These activities enhance children's growing social skills as they mix with different people, experience new things and develop knowledge of the world. They visit local museums, farms, imaginative play spaces, play groups and enjoy travelling by train to beaches. Each week, children also enjoy visiting the local milk shed to purchase milk for daily snack times.

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

- Children are well prepared for their next stage of learning. They are eager learners. They confidently solve problems with encouragement and support from the childminder. For example, when playing outside on the ride-on vehicles, children discover the seat is wet from rain, the childminder encourages children to consider how the problem can be solved and children go inside and reappear, beaming, holding a cloth and exclaiming, 'wiping it dry now'.
- The childminder models listening skills well. She provides clear instruction and encourages children to take turns in conversation. The childminder adapts the complexity of instructions and her method of communication to support every child. For example, she uses signing and simple sentences to support understanding of all children.
- The childminder supports communication skills well as children take part in adult-led activities. For example, as children create magic reindeer food, the childminder names the equipment used and discusses the measuring of ingredients, and names mixing tools. Children develop coordination and control as they pour and measure oats and bird food and develop their fine motor skills as they add magic sprinkles and fold the top of the storage bag. However, the childminder does not consistently expand on children's good developing vocabulary, such as through modelling new words as they play.

- The childminder meets children's care needs. She monitors children's need for food and drink carefully so that they learn to recognise signs they need to eat, so they can continue to be motivated, energised and focused in activities.
- The childminder is a positive role model. Behaviour expectations are clearly explained and encouraged, and children are learning how to manage their own behaviour. The childminder praises children as they share and show kindness and children excitedly play alongside each other. However, occasionally, the childminder does not build on children's learning about recognising and responding to the feelings of others.
- The childminder is reflective. She builds on her own professional knowledge to best support children's learning and development experiences. The childminder uses new knowledge gained to develop practice. For example, while engaging in Level 3 Special Educational Needs Coordinator training recently, the childminder reflected on how her learning environment supports children's independence. She then adapted the playroom resources to further support development.
- The childminder fosters children's growing independence, adapting her support to match children's individual needs. She uses her comprehensive knowledge of each child to make sure they receive the help they need to be successful in tasks. For example, she encourages children to dress appropriately for outside play by asking questions about the weather. Children decide coats and hats are required and the childminder allows time for children to succeed in dressing themselves, only offering help once children have persevered.
- Parents speak highly of the childminder. They value the nurturing environment she provides for children. Parents receive frequent updates on learning activities children have enjoyed. They feel well supported by the childminder with guidance on developing effective sleep routines and potty training. This helps to provide continuity in children's care. The childminder works effectively with parents and other settings that children attend.

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:

- develop further opportunities during play to support children to develop their abilities to recognise and respond appropriately to the feelings of others
- increase the frequency of modelling new words as children engage in independent learning and play.

Setting details

Unique reference number	2688961
Local authority	Devon
Inspection number	10367869
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	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Newton Abbott, Devon. The childminding service operates daily, from 7.30am until 6pm, throughout the year. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Shirley Evel

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector took part in a joint observation.

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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