

Childminder report

Inspection date: 4 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 thrive in this home-from-home setting. The childminder has created a welcoming and engaging environment that supports children to become independent learners. She provides a coherently planned and challenging curriculum designed to support the children in her care to achieve their full potential. Children are excited by their learning and keen to take part in activities led by the childminder. They listen carefully to her and respond well to instructions.

Children demonstrate good relationships with each other. They are kind to one another and enjoy sharing toys with their friends. The childminder provides frequent opportunities for the children to socialise with other children their age. For instance, she describes the positive relationships children have formed with the children cared for by a local childminder she works closely alongside.

The childminder makes good links to children's prior learning as they play. For example, she helps pre-school-age children to recognise the first sound in their names and supports them to mark make shapes using their fingers. The childminder patiently teaches children new skills as part of meaningful experiences. Children learn to use scissors to cut wrapping paper and sticky tape carefully to wrap Christmas presents. They persevere as they develop their hand-eye coordination to hang baubles on a Christmas tree in the playroom. Children delight as they play and learn new skills.

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

- The childminder develops children's thinking skills very well. She uses a variety of techniques to help children to extend their ideas, such as through the effective use of questioning. She gives children time to think before they answer and values their responses. The childminder encourages the children to make connections to their learning across the curriculum as part of these discussions.
- Children demonstrate good communication skills for their ages. The childminder regularly introduces new, ambitious vocabulary to the children through discussion and high-quality storybooks. Children recall new words and phrases well and use them correctly as they play. The childminder encourages younger children to communicate with both spoken words and visual clues effectively, such as signing.
- The childminder knows the children she cares for well. She confidently discusses their starting points and next steps and identifies if children have any additional needs. She carefully considers what she wants children to learn across all areas of the early years foundation stage (EYFS) curriculum. However, she sometimes provides group activities or stories that are too difficult for the younger children to take part in fully. At these times, the younger children lose interest quickly

and move on to another task.

- Children demonstrate good levels of independence in their personal care. The childminder has put in place good routines and a progressive curriculum to support children to do things for themselves. She helps children to learn how to keep themselves healthy. For instance, she provides clear and consistent messages about the importance of handwashing.
- The childminder is a good role model to the children. She is calm and patient, and children develop warm relationships with her. She encourages the children to use good manners and be respectful to one another. However, on occasion, the childminder does not notice when children are struggling to regulate their feelings and behaviour and does not step in to support them to do so.
- The childminder takes keeping her knowledge up to date very seriously. She undertakes high-quality training to deepen her understanding of the EYFS. For example, she is currently taking part in an early years leadership course and confidently talks about the positive impact this has had on her ability to provide a rich and varied curriculum suitable for young children.
- The childminder works closely in partnership with parents. She gathers important information linked to children's development when children start and provides a good settling-in process. She regularly shares her planning with parents to promote a consistent approach to supporting children with their learning. Parents appreciate how the childminder helps their children to grow in confidence and treats each of them as one of her own family.

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:

- ensure that learning opportunities consistently meet the needs and next steps of toddlers to support them to remain engaged during activities
- provide support more swiftly to help children to regulate their feelings and behaviour and understand the impact this can have on others.

Setting details

Unique reference number	2692744
Local authority	Devon
Inspection number	10367608
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 3
Total number of places	2
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Exeter, Devon. She offers care for children from 7.30am to 6pm on Mondays, Tuesdays, Wednesdays and Fridays, all year round, except for family holidays. The childminder holds an appropriate qualification at level 6. She is in receipt of funding for free early years education.

Information about this inspection

Inspector

Leanne Edge

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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