

Childminder report

Inspection date: 11 June 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

Children are settled, happy, and confident with this warm and caring childminder. Children show excitement as they eagerly explore the learning opportunities the childminder, her co-childminders, and assistants thoughtfully provide. The childminder's curriculum places a priority on promoting children's independence and resilience, and teaching children how to respect the natural environment. Children plant and grow different fruits and vegetables, care for guinea pigs and chickens, and regularly visit the local stream where they learn how to catch fish.

Children enjoy investigating the outdoor space which is carefully designed to encourage children's physical development and risk taking. For example, toddlers beam as they independently ride up and down on bikes and trikes, navigating space and experimenting with different speeds. Children understand and follow the routines and boundaries the childminder and her co-childminders have embedded. Children behave well and respond positively to the childminder and each other. They demonstrate care and respect and are beginning to make special friendships. For instance, younger children hold hands at the dinner table while they wait for their food.

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

- The childminder knows the children she cares for very well. She regularly observes children to determine appropriate next steps in their learning. When the childminder identifies gaps in children's learning, she puts plans in place to support them. For instance, she uses a range of strategies and her natural calm manner to help younger children to manage their feelings and emotions and to begin to self-regulate. This helps all children make good progress in their learning.
- Children benefit from the childminder's nurturing approach. She uses her voice in a reassuring way to help children feel safe and secure. Children form strong emotional bonds with the childminder and go to her for cuddles and reassurance. Babies demonstrate their positive attachments with the childminder. They confidently crawl around to explore and investigate the exciting toys and activities the childminder provides for them. They pull themselves up to cruise around the furniture, look back, smile at the childminder, and continue to explore.
- Children are developing good communication and language skills. The childminder joins children's play and introduces new words to help extend their growing vocabulary. For example, as children mix and stir different seeds, oats, and water, the childminder names tools such as whisk and masher and teaches children how to use them. She describes the mixture as 'a bit like frog spawn' and reminds children about the tadpoles and frogs they have been learning

about. However, at times, during group activities, children become a little distracted and find it difficult to focus and listen to the language the childminder is using. This means during these focussed activities children's language and communication is not fully extended.

- Parents speak highly of the childminder. They appreciate the regular communication they receive about the progress their children are making. They value the help and advice the childminder gives them to support their children's learning at home. Parents talk about how the childminder provides a 'mindful environment where children can thrive and grow.'
- The childminder values each child's uniqueness. She takes time to listen to children and continually responds with positivity and praise to help children develop a 'can do' attitude. She encourages children to talk about their likes and dislikes, share their ideas, and supports them to make choices and decisions. At lunchtime for instance, the childminder initiates a conversation with the children about their favourite pizza toppings. This supports children to have a strong sense of self, and to recognise and celebrate each other's similarities and differences. However, mealtimes are not as calm as they could be, and some children find it a little difficult to join in with the conversations. The childminder and her co-childminders are aware of this and are continually reflecting on the organisation of this aspect of their provision.
- The childminder is highly qualified and experienced. Alongside her co-childminders she regularly undertakes opportunities to build on her existing knowledge to benefit the children. She is passionate about giving children the best start in life and ensuring she provides high quality education and care. For example, she has recently been doing some reading and research on how to use a nurturing approach to help children who find it difficult to manage their emotions and behaviour.

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:

- help children to develop their listening and concentration skills during group times to fully extend their language and communication skills
- continue to reflect on and improve the organisation of mealtime routines to consistently maintain a calm environment for children.

Setting details

Unique reference number	2705367
Local authority	Devon
Inspection number	10394566
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	0 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She is registered to work from the address of another childminder in Uplyme, Dorset, with three co-childminders and two assistants. Together they provide care Monday to Friday, 8am to 5.30pm. The childminder has early years teacher status. All co-childminders hold an appropriate early years qualification at level six. Both assistants hold a level three qualification. The childminder offers government funded places.

Information about this inspection

Inspector

Mikaela Jauncey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- The childminder talked to the inspector throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector spoke to parents and took their views into account.
- The inspector carried out a joint observation of a language and communication activity with the childminder's co-childminder.
- Children spoke to the inspector.
- The inspector looked at a range of documentation relating to how the childminder assesses and monitors children's learning.

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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