

Childminder report

Inspection date:

16 September 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are mostly happy in this caring home and have close relationships with the childminder and her assistants. New children settle quickly and show the confidence to try new activities and experiences. The childminder offers praise to support children's self-esteem. However, the childminder does not effectively support all children to positively share their feelings and needs.

The childminder has high expectations of children. She uses regular assessments of children and thinks about their interests to develop her curriculum. However, the next steps for some children do not always target gaps in their learning and development, particularly in the area of personal, social and emotional development. Also, some next steps and activities are not matched appropriately to each child's level of development. The childminder expects some children to take part in activities without adaptations to be appropriate for their stage of development. Children do not always engage fully during the adult-led activities.

The childminder supports children's independence. Children are pro-active in caring for themselves. For example, babies' know to collect their shoes to go outside and attempt to put their shoes on by themselves. The childminder offers support and encouragement where needed. Children are confident and resilient and happy to 'have a go' independently.

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

- The quality of teaching is still developing. The childminder has not identified gaps in children's personal and emotional development and put targeted interventions in place. For example, she does not effectively establish clear boundaries around kindness, sharing or turn taking for children. Some children are not supported effectively to share their feelings. For instance, children with good speech and understanding are not supported effectively to use their words. Consequently, these children do not make consistently good progress in their emotional development and are not building their ability to regulate their behaviours.
- The use of assessment requires improvement. The childminder assesses children regularly and sets next steps. However, these are not always closely linked to children's individual learning and development and the expectations of the early years foundation stage. For example, some planned activities are too ambitious for the younger children. Therefore, some learning does not accurately reflect children's stages of development.
- The childminder completes essential training to ensure that her understanding of first aid and safeguarding are kept up to date and secure. She provides support and guidance to assistants to ensure a consistent approach with children.

However, the childminder does not place enough focus on improving the quality of planning and interactions with children. She does not ensure that children are constantly provided with high-quality and positive learning experiences that improve over time. For example, the childminder is not always able to adapt adult-led activities to keep children's interests and promote their creativity and imagination so children stay engaged in their learning.

- The childminder supports children's physical development. For instance, she provides opportunities for babies' learning to stand and walk to build their leg strength and balance. She takes children on walks in their local community and provides access to climbing and balancing equipment in all weathers at her home.
- The childminder supports children's speech and language skills. She uses questions to encourage children to talk and repeats words back to children to model correct pronunciation. Children benefit from regular reading and songs. They listen to stories and join in with singing well-known nursery rhymes. Children are confident to join and contribute to conversations. For instance, they are keen to share what they have had for breakfast telling their friends about their 'yummy blueberries and strawberries'.
- Children develop healthy habits. The childminder provides healthy snacks and drinks throughout the day. Children learn about foods that help to keep their bodies and teeth healthy and how to brush their teeth. The childminder ensures that parents provide nutritious packed lunches. Children are starting to learn how they can live healthy lifestyles.
- The childminder works closely with parents. For instance, she shares regular updates about children's progress and what they are learning with her. She tries to adopt similar routines and approaches to changes, such as when children begin to potty train. She provides advice when parents need support. For example, she is introducing daily toothbrushing because some parents have shared that they need support with this at home. Children benefit from this caring approach that provides consistency for their development.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the curriculum to ensure it is tailored to accurately meet children's different ages and stages of development, supports progress and is appropriate for the expectations in the EYFS	20/11/2025
seek professional development opportunities to gain knowledge that will ensure that assessments and next steps for children are accurate and children are provided with high-quality and positive learning experiences that continuously improve over time	20/11/2025
increase knowledge and understanding of how to effectively and consistently support children to regulate their own emotions and share feelings in a positive way	20/11/2025

To further improve the quality of the early years provision, the provider should:

- further develop adult-led activities so they promote children's individual creativity, imagination and engagement.

Setting details

Unique reference number	2714317
Local authority	Devon
Inspection number	10398088
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	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Teignmouth, Devon. She works Monday to Thursday, 8am to 6pm, all year round. The setting is known as Cosy Cubs. The childminder works with assistants. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rebecca Martin

Inspection activities

- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder and the inspector discussed the curriculum offered and the childminder's intentions for children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of adults living and working within the household.
- The inspector spoke to the childminder and assistants during the inspection.
- The childminder explained to the inspector how she works with parents of the children who attend.

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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