

Childminder report

Inspection date: 3 July 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

The childminder provides an exciting environment for children to explore, play and learn. She works alongside a co-childminder and her assistant. Good teamwork supports children's learning and development. Activities and resources are set up to encourage children to develop curiosity and independence. Children are confident, and they enjoy playing alongside the childminder. She speaks with them about their feelings as they explore emotion stones together and talk about the facial expressions on each stone. Children describe occasions when they feel happy, sad, anxious or excited. The childminder listens to them with real interest and responds sensitively to their words. The childminder models respectful interactions well and, in turn, children show care and kindness towards each other.

The childminder has a clear curriculum intent. She prioritises building children's confidence and independence and teaching the importance of asking for help when something is challenging. The childminder supports children to develop a love for learning. She shows such delight and interest in every interaction, and this deepens children's already high levels of curiosity and engagement. The childminder has clear routines and behaviour expectations, and children respond well to these and are keen to please. For example, when the childminder starts to sing a song that indicates it is time to tidy up, children are eager to participate and work together to put toys away.

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

- The childminder supports children's personal, social and emotional development to flourish. She builds the confidence of babies as they practise walking. She is quick to encourage and praise their efforts, and when they walk steps by themselves, the childminder excitedly cheers and babies' beam.
- The childminder knows the children she cares for well, even those who are quite new. She supports children to settle quickly. They are confident in her care, and happily seek her for help, comfort or reassurance.
- Parents speak positively about the childminder. They appreciate the childminder adopting the nap schedules they follow at home and feel she keeps them well informed about their children's daily learning experiences.
- The childminder does not manage mealtimes well. She does promote good hygiene practices. She supports them to wash their hands before eating. However, children wait an exceptionally long time before they are all seated for lunch and become increasingly frustrated and unsettled.
- Children thoroughly enjoy their outdoor learning environment and a morning of outside adventure. The childminder does not, however, adapt practice to promote ways of staying safe in the sun. Children are taught the importance of wearing a sun hat in the heat. However, they spend a long time playing in direct

sun with no shade breaks or reminders to keep drinking water.

- The childminder promotes a love of reading and storytelling. She reads children stories with expression and builds their interest. They show high levels of focus and engagement and clearly enjoy books. Children spend a lot of time looking at books independently. Older children use the pictures to tell stories and show excitement as their friends enjoy listening to them read.
- The childminder supports children to make play dough in the mud kitchen. Children excitedly gather ingredients and utensils. The childminder encourages children to name the ingredients and equipment that are needed. She promotes early maths skills as she helps children measure out the correct number of cups of each ingredient and praises children's turn-taking and patience. Children learn to solve problems as the childminder asks them how they think the mixture could be made less runny. They respond, 'We need more flour.'
- The childminder interacts frequently with children. These interactions strengthen bonds and develop the childminder's knowledge of children's interests. When children take part in activities led by the childminder, such as a singing session or making play dough, she supports learning well. During child-chosen activity, the childminder does not extend children's learning as consistently.
- The childminder helps older children to develop communication and language skills as she plays alongside them. As children build sandcastles, she listens to them as they share experiences of the beach. Children speak with excitement as they recall the fun they had. Children enjoy outings with the childminder as they explore local woodland and learn about their community.

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 strategies for supporting children to understand safe and healthy practices and learn to lead these independently
- improve routines for mealtimes, so they are effective in providing children with enjoyable eating experiences that are social
- extend teaching strategies to facilitate more learning and challenge to the children during their own play.

Setting details

Unique reference number	2717235
Local authority	Devon
Inspection number	10394466
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	3
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and works in the home of her co-childminder and with an assistant in Morebath, Devon. She offers her service all year round on Mondays, Tuesdays and Thursdays. She has a level 3 qualification in early years.

Information about this inspection

Inspector

Shirley Evel

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.
- The inspector spoke with the childminder's co-childminder and assistant.

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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