

Childminder report

Inspection date:

10 July 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder strongly emphasises the importance of children in her care having adventures outdoors. She provides unique curriculum opportunities that inspire children to explore the natural world and enjoy these experiences. Babies develop physical confidence as they learn to walk outside on uneven ground, discovering the feeling of soft, damp cut grass under their feet. Older children carry baskets to collect treasures that they find outside. They notice the apples on the trees and the childminder helps them learn about growing food, as they wait for the apples to ripen. This focus on outdoor learning supports children's sensory development, physical skills and understanding of the natural environment.

Children are happy and settled in this nurturing setting, where they learn to be kind, respectful and considerate. Older children eagerly share blueberries at snack time with their younger friends and the childminder models how to be thoughtful about what everyone needs. Babies quickly settle into the setting and the childminder is responsive to their needs. She notices the signs that they may be feeling a little tired or are communicating by pointing. Older children learn where things belong, such as where to tidy their shoes and how to find the resources they want to play with. The childminder's encouragement helps to build the children's confidence and independence.

The childminder prioritises using books to ignite children's imagination. She reads favourite stories to support older children to develop language and literacy skills. They are helped to make links in their learning as they search for the 'snake in the wood pile' outside in the garden. Babies join in, excitedly pointing at a toy fox hiding in the grass. They make vocal sounds as they develop their own communication skills.

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

- The childminder uses research based training about outdoor learning to develop her knowledge and to enrich an exciting curriculum. She enables children to confidently develop imaginative ideas inspired by their experiences. For example, they choose to fill up a wheelbarrow with leaves to 'make my barbeque' and she introduces ambitious vocabulary, such as 'spinach' and 'spicy rocket leaves'. The childminder provides regular trips to the beach, river, bus rides and library. She recognises the value of introducing children to their local environment to broaden their experiences further.
- The childminder knows each child well and responds sensitively to their needs. When babies feel overwhelmed by the outdoor den, she creates a cosy space with fairy lights, where they can feel secure. She uses emotion vocabulary, like 'worried' and 'sad', to help children recognise and express their feelings,

supporting their personal development.

- The childminder accurately assesses children's progress to ensure they are developing well and to identify where further support may be needed. She forms strong partnerships with parents, who value her clear communication and the information shared about their children's learning. Working proactively with other settings and professionals, she ensures children with special educational needs and/or disabilities receive timely support, leading to strong progress, such as improvements in speech.
- The childminder encourages children to explore safely, developing their confidence and independence. She supports babies learning to climb downstairs by guiding them to move backwards on their tummies and celebrates their achievements. Children learn about safety through real-life experiences, such as growing and washing vegetables before eating.
- The childminder consistently seizes teaching moments, applying her clear understanding of skill development. She models mathematical language, like 'big' and 'heavy', as babies select water bottles of different sizes. Older children count pieces of pepper at snack time, and practise early writing by marking a visitor register.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2722898
Local authority	Devon
Inspection number	10399707
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 4
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 May 2023 and lives in Plymouth. She operates in term times, from 8.15am to 5.15pm Monday to Wednesday and 8.15am to 4.30pm on Thursdays. She offers government funded places for children aged two, three and four years.

Information about this inspection

Inspector

Stephanie Wright

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development.
- 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 childminder provided the inspector, on request, with a sample of key documentation, including surveyed views of parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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