

Childminder report

Inspection date: 3 June 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 enjoy their time with the childminder and show they feel safe. They approach her for support when needed and talk to her about what they see and hear as they play, such as an aeroplane flying overhead. The childminder has a good understanding of what children need to learn and plans her curriculum well. She is keen to promote children's communication and language skills. The childminder speaks clearly and slowly to help their understanding. She repeats words and sentences back to the children and introduces new vocabulary. For example, when children play with toy insects she talks to them about grasshoppers and butterflies. Children try hard to pronounce the words back to her and she praises them.

Children develop good imagination skills and use real props to act out their experiences. In the garden, younger children fill up a kettle with water and mud, pouring the mixture into a cup. They show delight when the cup is full and say 'coffee', offering it to the adults around them. Older children also fill up their cups and place them in the disconnected microwave. They pretend to press a few buttons on the microwave and then comment, 'It's ready.' Children happily play alongside each other, sharing resources when needed.

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

- All children develop good physical skills. Younger children show determination and perseverance when navigating the steps to the top of the small slide. They work out that they need to place both legs out in front of them while sitting before they slide down it. Older children learn to throw small hoops over cones and then try to revolve the larger ones around their waists by rotating their hips. All children show skill in using a water spray bottle, strengthening their hand muscles in preparation for early writing.
- Children enjoy learning about nature and looking at small creatures. Older children use magnifying glasses to see if they can find any insects in the garden. Younger children show an interest in some woodlice they have found. The childminder picks one up to provide children with a closer look. Children carefully observe how it moves and comment, 'It's fast.' They develop a good understanding of the environment around them.
- Overall, children behave well and understand daily routines, such as when it is time to have their nappy changed or when to wash their hands. However, at times, the childminder does not provide consistent messages to help children to understand behavioural expectations. For instance, she does not respond when children throw a paintbrush aside after painting, and she does not implement strategies to help children understand the importance of tidying up.
- The childminder has a clear understanding of child protection. She is confident in

her abilities to identify and report any concerns she may have about a child's welfare. She always ensures children remain seated while eating to prevent a potential choking hazard.

- The childminder plans activities based on children's next steps in learning. For example, she implements a painting activity where children can develop their small-muscle skills. Older children enjoy painting over insect stencils and making marks using small sponges. However, the childminder does not adapt the activity effectively to meet the abilities and individual needs of all children. Younger children lose interest because the activity is too structured.
- Children enjoy looking at books. They talk about what they see and investigate a range of props the childminder provides that link to the story. The childminder provides specific comments to further encourage children's vocabulary.
- The childminder has formed good partnerships with parents. She regularly shares information with them throughout the day via an online system, for example about children's care practices. The childminder keeps parents informed about their child's development. She has recently introduced daily diaries to support home learning. Parents comment how their child's communication and social skills have improved since starting at the childminder's setting.

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:

- provide children with consistent messages to develop their understanding of behavioural expectations
- adapt group activities to meet the abilities and individual needs of all children to keep them engaged.

Setting details

Unique reference number	2724865
Local authority	Plymouth
Inspection number	10350450
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2023. She lives in Plymouth and operates Monday to Thursday, from 8am until 6pm, all year round except for bank holidays and family holidays. The childminder provides free early years funding for two-year-olds. The childminder holds a higher-level teaching assistant qualification.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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 carried out a joint observation of a group activity with the childminder.
- Parents shared their views on the setting with the inspector through written letters.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024