

Childminder report

Inspection date: 27 August 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 happy and settled. They arrive eager to start their day. They are excited to see the childminder, who greets them warmly. Children excitedly tell the childminder about the experiences they had on their summer holiday. The childminder engages well with children and puts them at the centre of everything she does. She builds the curriculum and experiences around children's interests. The childminder supports children well as they choose activities to explore and enjoy. For example, when children enjoy pushing dolls in prams, she encourages harmonious play by providing every child with a doll. She then promotes turn-taking as children share the milk bottle for their baby dolls. The childminder is quick to praise children for their kindness and patience as they share. She teaches children that she recognises their hard work. For example, the childminder tells children that she knows that waiting patiently is a tricky skill to learn.

The childminder has a clear curriculum intent. She prioritises teaching children to be confident, kind, curious and not afraid to make mistakes. The childminder plans daily learning experiences to build successfully on what children already know and can do. As children play, the childminder supports children with their next steps in learning. For example, she models single words for younger children to repeat. The childminder supports older children's personal awareness skills to blossom. For instance, she helps them to name their own emotions and those of their friends. Children learn to recognise the impact their behaviour choices can have on others. They are swift to copy the caring interactions that the childminder models.

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

- Children are confident, independent and motivated to learn. Their behaviour is good. The childminder has created an interesting and inviting learning environment where children's curiosity flourishes. For example, children develop a love of books and stories. Younger children bring board books to the childminder for her to share with them. They turn the pages with skill and enjoy pointing to objects in the story as the childminder reads.
- Overall, the childminder supports children's communication and language well. She supports older children to broaden their vocabulary. For example, the childminder speaks with children about 'regurgitation' as they share a story about an owl feeding her babies. Children are fascinated by this new knowledge and enjoy repeating the word, demonstrating their understanding.
- The childminder monitors children's progress and achievements. She focuses carefully on any identifying gaps in children's development. However, she does not consistently seek early help or make referrals for children who would benefit from external support to support their communication and language skills further.

- Older children learn to care for younger ones, such as they consider where they should play with construction materials. The childminder speaks with them about places, and children decide a tall table would be best to build on so that babies cannot get any of the small pieces. The childminder praises children's thoughtfulness. This helps children to be mindful of others.
- Older children show focus in their play and enjoy their learning. Younger children show developing attention skills as they engage in activities of their choosing. However, when they take part in group activities, younger children are distracted and lose focus from their learning. This is because the childminder does not consistently minimise distractions in the environment, such as from songs playing constantly.
- Partnerships with parents and carers are good. The childminder has good working relationships with families. Parents appreciate her flexibility over operating hours and are thankful for the regular updates on their children's progress.
- Children benefit from snacks and meals that promote a balanced diet. They try a variety of fruits at snack time and enjoy home-cooked meals. The childminder encourages children to regularly taste different food at mealtimes. This helps children to develop confidence in trying new foods.
- The childminder supports children to develop an understanding of their community. Children enjoy outings to play parks, a local library and a smallholding owned by the childminder. Here, they enjoy picnics and stories in a tent. The childminder uses these activities to increase children's understanding of the world and help to promote enjoyment in an active lifestyle.
- The childminder introduces early mathematics skills as children play. As children enjoy creating play dough with the childminder, she encourages them to count the number of ingredients they add to the mix. The childminder helps them to explore the concept of size as they enjoy comparing the size of teaspoons, tablespoons and spatulas.

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:

- identify children who will benefit from early help and make referrals to external professionals more swiftly
- extend children's focus and learning during group activities, such as by minimising distractions in the setting.

Setting details

Unique reference number	2742875
Local authority	Devon
Inspection number	10392992
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	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and is located in Laneast, Launceston, Devon. She offers care all year round, from 8am to 5.30pm, Monday to Friday.

Information about this inspection

Inspector
Shirley Evel

Inspection activities

- The childminder showed the inspector around 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 and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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