

Childminder report

Inspection date: 19 October 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

Children are confident and happy in the childminder's care and home. They have lots of interesting activities to explore and play with. They enjoy cooperating during creative play and when role playing in a toy kitchen. They make pretend meals for each other and the childminder. Older children can count. For example, children count the number of holes there are in a pretend piece of cheese. Behaviour is positive and children are kind to each other. They know how to take turns and share. Older children are aware of how their behaviour can affect others.

Children are confident communicators and enjoy conversations with the childminder. They cheerfully explain what they are playing with, and the childminder supports them to learn new words. Children are happy to share their achievements and readily celebrate each other's successes. Children develop a sense that they are unique and that their opinions matter.

Children experience many enjoyable activities outdoors. They visit the local beach, woodland and theme park and develop their physical skills. Children have the chance to take appropriate risks and overcome challenges. This develops their confidence and independence. Children meet other children at these places, which helps to develop their social skills.

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

- The childminder has created an ambitious curriculum that is linked to the children's prior learning and interests. The childminder observes the children's development and plans activities accordingly. Children make good progress. She knows the children in her care well.
- The childminder places a strong emphasis on children's language and communication. She understands that this underpins all learning. The childminder gives children plenty of opportunities to engage in conversations. During these conversations, she gives children time to think and respond. She supports the children to broaden their vocabulary. She makes sure that she speaks in a clear way and consistently includes new words for the children to learn. The children are confident in speaking and can say many words. The childminder reads to the children every day and helps them to develop a love of books.
- The childminder supports the children's mathematical development well. She uses opportunities, indoors and outdoors, to extend children's knowledge of number. The childminder teaches the children about number symbols, dimensions, quantities and shapes.
- The childminder takes the children on regular trips out. She makes links to these trips in activities when they return to her home. For example, she recently took

the children to visit the zoo. The following day, they read the book 'Dear Zoo'. This supports the children's learning and their ability to remember and recall what they have done before. However, opportunities for further learning on topics are sometimes missed. As a result, not all children experience deeper learning on topics that are appropriate for their level of development.

- The childminder has good relationships with parents. Feedback is positive. Parents report that their children are happy with the childminder and make progress. Information regarding the children is communicated effectively.
- The childminder supports children to make healthy choices. She encourages children to eat healthy food. She supports independence and helps the children to learn to dress themselves. Personal hygiene is well supported. Children learn about the importance of brushing their teeth.
- The childminder teaches the children about respect, kindness, diversity and equality. She teaches the children about nature on the trips they take outdoors. However, opportunities to explore the wider world, other cultures and religious celebrations are missed. As a result, children sometimes lack knowledge about the world in which we live.
- Children develop friendships with their peers and behaviour is consistently positive. They support their friends. For example, they help each other when they fall over.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows and understands the indicators that may suggest a child is suffering or at risk of suffering from abuse, neglect or harm. She recognises that children do not always speak out about abuse. The childminder takes steps to build trusting relationships with children. She knows how to take the appropriate and necessary action in accordance with local procedures and statutory guidance. The childminder provides a safe and secure environment, and she supervises children closely to protect them from potential hazards.

What does the setting need to do to improve?

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

- extend children's opportunities to explore other cultures and religious celebrations to better prepare them for the world in which we live
- develop learning experiences to offer children opportunities for deeper understanding and concentration.

Setting details

Unique reference number	EY101311
Local authority	Devon
Inspection number	10234608
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	0 to 3
Total number of places	3
Number of children on roll	4
Date of previous inspection	20 February 2017

Information about this early years setting

The childminder registered in 2002 and lives in Kingsbridge, Devon. She operates all year round from 9am to 3pm for up to three weekdays per week.

Information about this inspection

Inspector

Victoria Jones

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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 that this has on children's learning.
- The inspector took account of parents' views about the setting.

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 2022