

Childminder report

Inspection date: 8 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this welcoming setting. They demonstrate that they feel secure and settled and build warm attachments with the childminder. For example, they seek her out for support when needed. Children form friendships with other children and show confidence communicating with visiting adults. Children engage in role play that demonstrates their growing imaginations. For instance, they pretend to make meals in the play kitchen and share them with their friends. The childminder nurtures children's language well, engaging in high-quality interactions with them. For example, adding new vocabulary as they play.

The childminder organises learning opportunities that nurture children's interests and build on what they already know and can do. For example, she organises 'dinosaur world' play to extend children's fascination with dinosaurs and to help them learn more about them. Children concentrate for long periods of time, showing great interest and focus as they engage in creative play and mark making. The childminder prepares children effectively for later learning in school. For example, she helps them to learn to recognise their own names and take responsibility for their own self-care, such as handwashing. Children persevere when finding tasks hard, which builds their resilience. For example, they carefully practise their skills using scissors, which also develops their fine-motor skills and hand-eye coordination.

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

- The childminder supports children's speech and language development well. She models words and sentences at an appropriate level for the ages and stages of the children attending. Children listen carefully and confidently answer the childminder's questions, sharing their own thoughts and ideas. This builds children's self-confidence and helps them feel valued.
- Children demonstrate a growing enjoyment of books and reading. The childminder provides a range of books that she makes available for children to access independently. She reads stories to children that extend their literacy and language skills. For instance, when reading to younger children, she names the different animals found in a book to extend their vocabulary.
- The childminder skilfully weaves mathematical learning into play. She frequently uses mathematical language and children learn the concept of counting from a young age. Older children demonstrate that they can count confidently by themselves. The childminder also encourages children to learn to recognise printed numbers on resources and in the environment, when they are away from the setting.
- The childminder organises learning opportunities that nurture children's interests. She encourages children to choose what they want to do and extends

their learning as they play. However, on occasion, planned adult-led experiences are not targeted precisely to meet the learning needs of younger children. At times, this means that they lose interest and are less engaged.

- Partnerships with parents are effective and strong. Parents value the home-from-home environment provided by the childminder. They note the good progress that their children make and state that communication is excellent. Parents feel well informed about their children's progress.
- The childminder plans regular walks and trips outside the home, giving the children the chance to explore the local environment and learn about the world around them. Children benefit from trips to the beach and park to develop their physical skills. The childminder also attends local groups, where children have the opportunity to play with different children to further extend their social and communication skills.
- The childminder has clear expectations for children's behaviour. For example, when walking near a road, she explains why they must walk carefully and asks younger children to hold onto the pushchair, which they do. This also helps children to learn to keep themselves safe. Children share toys and support each other. For instance, older children help younger children to get toys they are unable to reach by themselves.
- The childminder promotes children's health and well-being and follows good hygiene practices. For example, she encourages children to eat nutritious food throughout the day and children know why they must wash their hands before meals. Children participate in discussions around the different foods that they like to eat at home and what foods are good for them.

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 the precise learning needs of younger children to better promote their learning and development during planned activities.

Setting details

Unique reference number	EY101475
Local authority	Devon
Inspection number	10399487
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	5
Number of children on roll	5
Date of previous inspection	4 December 2019

Information about this early years setting

The childminder registered in 2001 and lives in Yelland, Devon. She operates all year with flexible opening hours to meet parents' needs. The childminder offers government funded childcare places.

Information about this inspection

Inspector

Holly Pennington

Inspection activities

- The inspector viewed the premises and discussed with the childminder how they ensure they are safe and suitable.
- The inspector talked with the childminder about how the early years provision is organised.
- The inspector spoke to parents and viewed written feedback and took account of their views.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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 2025