

Childminder report

Inspection date:

3 September 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

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The children and the childminder have an excellent relationship. The childminder creates an environment filled with laughter, and children have very positive interactions with her. Children show high levels of confidence and self-esteem. They feel valued by the childminder, who listens to their views and provides them with choice and independence. Children feel safe and secure.

The childminder plans and implements her curriculum exceptionally well. She knows exactly what she wants children to learn to ensure they make excellent progress. For instance, she skilfully helps children to understand and follow rules. When the childminder claps her hands and says, 'Listening ears, look over here,' children immediately stop what they are doing and listen to instructions. The childminder explains it is time for snack and asks the children what they need to do. Children say, 'Toilet, wash hands, dry them.' They then carry this out promptly and without support.

Children always play cooperatively. All children mix well together and are supportive of one another. They help their peers and say they are 'working as a team', such as when older children help younger ones into dressing-up clothes. Children's behaviour is impeccable. They are exceptionally polite and well mannered. Children consistently use 'please', 'thank you' and 'excuse me'. They respect one another and their surroundings, ensuring a cohesive environment.

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

- The childminder provides children with rich-language experiences to promote their communication. She uses specific language to help children think about and solve problems quickly. For example, children try to count the irregular number of toy farm animals. The childminder uses prompts such as, 'I wonder how you could do this to make it easier?' Children work out that if they place the animals in a line, they will be easier to count.
- Children learn how to keep safe. They know to walk in pairs when on outings and to stay with the childminder to ensure their safety. The childminder also teaches children about how to stay safe around dogs. For instance, she has obtained information and resources from the Dogs Trust that promote discussion and role-play ideas. Children learn the 'be safe, be kind' rule and talk about how to ask owners' permission before stroking a dog.
- The childminder supports children who speak English as an additional language exceptionally well. She embraces children's home language, learning key phrases and buying resources to help progress their development. For example, she uses specific pens that read books aloud in different languages to develop children's understanding.

- Partnerships with local schools are highly effective. The childminder has formed excellent relationships with them, providing a consistent two-way flow of information. The childminder finds out about what children are learning in school and extends this to her own curriculum, such as their topic on 'sea life'. Children creatively use recycled materials to craft different types of sea creatures to support their imagination skills and understanding of the world.
- The childminder uses her training and expert knowledge to provide essential guidance and supervision to her assistants. She ensures they attend professional courses and carries out robust suitability checks prior to them working with children. The childminder helps them to identify their current strengths and areas to develop, to maintain her exemplary practice.
- Parents report positively on the care and education the childminder provides. They say how influential she has been in helping children to exceed developmental expectations, particularly in their social, communication, physical and literacy skills. Parents comment on how she provides them with ways to support children at home and of the added tutoring programme she implements to help close gaps in learning.
- Children benefit from new ideas the childminder implements. For example, she has created a specific room for children's interest in a popular tabletop strategy game to enable them to embrace their imagination, storytelling and creativity. Children calculate dice rolls to build mathematical skills and take turns to create their own characters.

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	EY246858
Local authority	Plymouth
Inspection number	10407684
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 13
Total number of places	18
Number of children on roll	26
Date of previous inspection	15 January 2020

Information about this early years setting

The childminder registered in 2003 and lives in Derriford, Plymouth. She operates all year round, from 7am to 7pm, Monday to Friday, with occasional overnight care. The childminder works with co-childminders, including her husband and grandson, and she also employs two assistants. The childminder holds a childcare qualification at level 3. She provides government-funded places for childcare.

Information about this inspection

Inspector
Joanne Steward

Inspection activities

- 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.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector through written statements and questionnaires.
- 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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