

Childminder report

Inspection date: 1 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly and are happy in the care of the childminder and her assistants, who know the children well. The childminder is very nurturing and emphasises the importance of developing close relationships with families. Parents express how the childminder provides homely support and a range of exciting experiences for their children. They feel their children are very well cared for and enjoy attending. The childminder and assistants are responsive, listening to children's ideas and cuddling younger children when they need reassurance.

The childminder is clear about what she wants the children to learn and focuses her curriculum on supporting children to gain good social communication and independence skills through many outings and visits. Children learn to play and socialise together, being respectful and caring of others and their environment. They experience daily trips in their local community and weekly intergenerational play opportunities at the local care home, where they learn to listen and share experiences with adults, such as reading books and turn taking in games. The childminder carefully plans events to build on what the children already know and introduces new experiences, such as riding on a steam train and visiting local historical buildings. The children learn about what it would have been like to live in the past and can make comparisons to current day.

Children confidently count and learn about shapes, measure, and time during their play. The childminder extends their understanding of length and height, for example, following a conversation about the size of a teddy bear. She provides a tape measure for the children to test their ideas. This leads to children working as a group to measure the bear and then each other.

Children are confident to explore their environment and talk about what they know. For example, when planting seeds, they talk about what the seeds need to grow and related this to previous planting. They reminded the childminder that their siblings had planted their plants in the garden, and they grew very tall.

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

- Children and parents express how the childminder and her assistants enable learning through a range of experiences. Parents receive regular updates, photographs and messages about their child's day. Children make good progress and are well supported in their journey to their next phase of education. The childminder liaises well with local schools and pre-schools to support consistency in the children's experiences. Children with special educational needs and/or disabilities have their needs identified early and a range of support from the childminder and outside agencies. As a result, they make good progress.

- The childminder is well organised and keeps up to date with training. She is clear about what she wants the children to learn and accesses additional training to support the learning of sign language, for example. She has a range of policies and procedures in place to support her routines and to help her keep children safe.
- Children behave well and understand how to care for each other. Older children support the younger ones during routines and play. The children are supported to become independent using the toilet and during handwashing routines. The childminder works with parents to ensure children have consistent routines. Children learn to predict their day and what will happen next, this supports them in feeling safe and secure.
- Children choose from a range of resources. The childminder and her assistants skilfully observe the children's play and extend their ideas. They make suggestions such as making a garage for the toy cars and encourage the children to estimate and then test how many cars will fit inside. The childminder gently models counting when a child is unsure and mixes the numbers. Children then count confidently using the correct order. On occasions, the childminder does not provide older children with additional challenge to extend their learning further and support them in solving problems to extend their concentration and thinking skills.
- The childminder and her assistants are skilled in working alongside the children, listening, responding and extending their vocabulary. The childminder provides a range of books and stories but sometimes there are missed opportunities for sharing books, rhymes and songs through the day to extend their learning and love of books further. Children make marks with a range of resources and are starting to recognise their names from their place mats and labels for their plants.
- Children learn to understand risks when they are playing close to others, when out and about in the community and on the school run. The childminder works hard to ensure children are safe and are careful around the younger ones. On visits, they hold onto the pushchair or the walking reigns as the childminder teaches them about road safety and hazards in the community. While out on visits, children learn about caring for nature and being careful with belongings. The older children regularly visit the beach and pick up litter with their sticks.

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:

- increase opportunities for rhymes, songs, stories and sharing books with the younger children to further enhance their language development and love of books
- provide more challenge for the older children, encouraging them to persevere and solve problems for themselves to extend their learning and concentration.

Setting details

Unique reference number	EY253786
Local authority	Torbay
Inspection number	10388228
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 12
Total number of places	6
Number of children on roll	10
Date of previous inspection	3 July 2019

Information about this early years setting

The childminder registered in 2003 and lives in Paignton, Devon. She offers care Monday to Friday from 7.30am until 5.30pm, all year round. The childminder receives free early education funding for children aged two, three and four years. She has a relevant childcare qualification at level 4. The childminder works with an assistant on some days of the week.

Information about this inspection

Inspector
Dilys Vincent

Inspection activities

- The inspector observed the childminder supporting, playing and interacting with children.
- The inspector took account of the views of children and parents.
- The inspector spoke with the childminder about the quality of teaching and learning during a planned activity.
- The inspector sampled a range of documents, including children's learning records, activity planning and training certificates.
- The inspector held discussions with the childminder at appropriate times during the inspection.

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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