

Childminder report

Inspection date: 28 February 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel safe and happy in the childminder's care. They show a strong sense of belonging in the setting. Children have secure routines, such as for washing hands. They know how to operate the tap on an outside sink. Children enjoy learning about cause and effect and watch with interest what happens when they press buttons. They strengthen their finger muscles as they pull the trigger to spray water bottles. Activities such as these introduce children to early technology.

The childminder is a good role model. She has a calm and consistent approach to managing children's behaviour. For example, the childminder gives children gentle reminders to help them to understand behaviours that are acceptable and those that are not. Children are learning how to play together cooperatively and their behaviour is good. They demonstrate a positive attitude to learning and respond helpfully to the childminder.

Throughout the COVID-19 pandemic, the childminder has arranged for parents to drop their children off without entering the premises. This has contributed to children's safety and well-being. Parents appreciate the close communication the childminder maintains at all times. They comment that they could not wish for a better, more caring, empathetic and communicative childminder.

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

- The childminder has a good understanding of where each child is in their development. She observes them closely and uses assessments to identify what children need to learn next. Children are keen to engage with the childminder and take part in the activities she provides them. For instance, they develop good fine motor skills as they peel and cut fruit in preparation for snack, and they discuss the different colours.
- Overall, the childminder promotes children's communication skills well. She talks to children in an engaging and gentle manner. The childminder joins in enthusiastically with their play and learning. However, she does not consistently deepen children's learning to embed new vocabulary and build fully on their language skills. For example, the childminder sometimes answers questions that she has asked, without giving children time to respond and use new words.
- Children select their favourite books and enjoy having cuddles with the childminder as she reads stories to them. The childminder provides a wide variety of interesting books. She reads in lively tones and talks to children about what they can see in the pictures.
- Children learn about the world around them through a wide range of opportunities. For instance, they excitedly feed the chickens and eagerly check if

they have laid any eggs. Children collect feathers that the chickens and ducks have lost on the grass and talk about the different patterns on them. They demonstrate care as they stroke the ponies in the paddock.

- The childminder is reflective in her practice. She gathers feedback from parents about the care she provides their children. Since her last inspection, the childminder has added a second location to where she childminds from. Children have access to a purpose-built wooden cabin outdoors on land that they can play and learn in.
- Children enjoy spending lots of time playing actively each day. They increase their core muscles as they run across the fields, go on walks and bounce with control and coordination on the trampoline. The childminder makes good use of the extensive grounds to provide a wide range of outdoor opportunities for children.
- The childminder demonstrates a genuine enjoyment of her work. She is keen to make the setting the best it can be for the children in her care. The childminder attends a range of mandatory training courses. However, she has not identified ways to extend her professional development in relation to supporting children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection procedures. She can clearly identify the signs and symptoms that indicate children may be at risk. The childminder knows the procedures to follow to report any concerns about a child's welfare. She implements policies and procedures to keep children and the premises safe. The childminder carries out daily safety checks to help to reduce hazards and minimise accidents. She gives children good explanations about how to keep themselves safe. For example, she explains how they should wait at the gates to the different fields before entering safely.

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 language skills further, for instance by ensuring that children have time to reflect and answer questions
- seek out further professional development opportunities to continually develop knowledge of how to support and extend children's learning.

Setting details

Unique reference number	EY278895
Local authority	Devon
Inspection number	10125552
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 January 2015

Information about this early years setting

The childminder registered in 2004 and lives on the western side of Exeter, Devon. She childminds from a wooden cabin in Efford, Crediton, Devon. The childminder operates all year round from 8am to 5.30pm, Monday to Thursday. She holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Cornish

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. She spoke to the inspector about her intentions for children's learning.
- The inspector observed children and the childminder taking part in activities and assessed the impact on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing with the childminder.
- Parents provided their views to the inspector about the setting.
- Discussions were held 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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