

Childminder report

Inspection date: 7 July 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

The childminder has a clear curriculum intent and provides a home-from-home environment that is both warm and nurturing. She focuses on developing children's personal, social and emotional development. She models kindness and respect for others and praises children for doing so. Children happily learn and play together and share resources. For example, during water play, children pass each other containers and take turns to pour the water. Children know the routines well. For instance, when coming in from playing outside, the children chant 'wash our hands' and walk straight to the bathroom. Children are given a range of different fruits at snack time; they name them and are encouraged to try them. The childminder provides a language-rich environment and skilfully extends children's speech and vocabulary through effective questioning.

The childminder provides an outdoor environment that supports children's physical development. Children enjoy climbing, crawling through tunnels and exploring the equipment, which builds confidence and coordination. The childminder provides children with mark-making opportunities and activities using tweezers to develop good fine motor control. Children show good listening skills, concentration and engagement when sharing stories and during planned activities. The childminder broadens the experiences of children and plans outings with a network of local childminders where children explore and play in local parks.

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

- The childminder speaks to children kindly, developing communication and broadening learning through talk. She repeats words to extend their vocabulary and engages them through conversation about their interests and encourages them to express their ideas. This means children are confident in sharing their thoughts and feel valued.
- The childminder has strong relationships with the children, and they are comfortable and confident in her care. The childminder recognises children's basic needs and reminds them to drink and take off their jumpers when the weather is hot. The childminder supervises children well in their play. For instance, she reminds them of safety rules when using tools in the sandpit. As a result, children feel safe in her care and understand potential dangers around them.
- The childminder encourages the children to use good manners and praises them when they are kind. As a result, children are considerate and thoughtful towards each other as they play and share resources together. This creates a positive learning environment.
- Parents appreciate the home-from-home environment, nurture and care the childminder provides. Parents comment on how the childminder provides

'amazing support' and that they have seen a great difference in their children since they started attending. The childminder sends regular updates throughout the day with photos and videos of the children. Any concerns are shared promptly. The childminder knows the children and their families well.

- The childminder generally communicates well with other settings, where children attend more than one, to share information about children's progress. However, she does not do this consistently to support continuity of care and learning for all children.
- The childminder provides a wide range of opportunities for children to develop their independence. Children are encouraged to put on their own shoes, manage self-care tasks and be independent in their learning by making their own choices in their play, accessing resources and tidying up after themselves.
- The curriculum is designed well to meet children's individual needs and next steps in their development. The childminder challenges and supports children during planned activities and in their self-chosen play. She regularly observes them to identify any gaps in their learning. Activities are planned based on what children know and can do and what they need to do next to help ensure they make good progress.
- The childminder ensures she is up to date with all mandatory courses, such as safeguarding and first aid. This helps to ensure she keeps children safe. She has strong partnerships with other childminders. They work together, share practice and attend courses to further professional development.
- Mathematical learning is promoted through counting and colour sorting activities. For example, the childminder asks children to count certain colours and extends this by asking them to match the quantity to the numeral. This provides the building blocks for later learning.

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:

- communicate with all other settings that children attend to ensure children receive consistent support in their learning.

Setting details

Unique reference number	EY306882
Local authority	Devon
Inspection number	10399685
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	2 to 10
Total number of places	3
Number of children on roll	10
Date of previous inspection	11 December 2019

Information about this early years setting

The childminder registered in 2005. She lives in Newton Abbott, Devon. The childminder offers care all day, from 8am to 6pm, Monday to Friday, throughout the year. The childminder offers government-funded places for childcare.

Information about this inspection

Inspector
Naomi Beck

Inspection activities

- The inspector joined the childminder on a learning walk and discussed the intent of the curriculum.
- The inspector observed the interactions between the children and the childminder.
- The childminder showed a sample of documentation to the inspector.
- The inspector spoke to parents and read their views.
- The inspector held discussions with the childminder about the children's learning and development.

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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