

Childminder report

Inspection date:

15 September 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	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder welcomes children and parents at the gate when they arrive and important information is shared. This ensures that children are settled and happily play with the resources available. Children are familiar with the routines and expectations, such as knowing they need to wash their hands before eating lunch. The childminder supports children to be independent. They happily help when it is time to tidy up and listen carefully to instructions on where to put toys away. Children show good manners. The childminder encourages them to be polite and say 'please' and 'thank you'.

The childminder encourages children to share and play nicely. Children are kind to each other and help each other. For example, during a threading activity, older children help younger children by saying, 'You put it in the hole.' This means children feel secure and are happy, confident and eager to learn. Children show interest and engagement in both adult-led and child-led activities. There is an ambitious curriculum in place that reflects children's personal needs and interests. Children are provided with experiences to develop their curiosity of the natural world. They learn about sorting insects according to their size or other features. Children are enthusiastic and recall previously learned facts about the life cycle of a butterfly.

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

- The childminder provides a warm and nurturing environment that is highly responsive to children's needs. For example, younger children are quickly comforted when feeling insecure. Children persevere and ask for help when they need it. They readily communicate when they are thirsty, tired or feeling cold. This means children feel safe, valued and happy in her care.
- The childminder knows the children well and recognises what they can do and what they need to do next. For instance, she supports children with counting and provides further challenge to help them problem-solve. This means children take on new concepts and deepen their understanding.
- Parents appreciate the home-from-home environment the childminder provides. The childminder develops positive relationships with children and parents and sees them as extended family. Parents are happy with the care their children receive. The childminder provides regular updates, which are shared throughout the day. Parents comment that, 'Children flourish socially and academically in a safe and stimulating environment.'
- The childminder asks effective questions to encourage children's thinking and develop conversation. Sometimes, the childminder does not give children the time they need to process information. At such times, they are unable to fully understand and answer her questions to further develop their communication

and language skills.

- All mandatory training is up to date. The childminder ensures that she maintains her professional development by regularly attending training. This means children benefit from up-to-date practice and care.
- The childminder is reflective and adaptive and is confident in making changes when needed, for instance changing the topic from autumn to minibeads when she observes the spark of children's interest. Children finding minibeads enjoy filling and emptying containers. The childminder takes advantage of new learning opportunities, encouraging the new direction. This ensures that children are engaged in their learning.
- The childminder has very good relationships with other settings. She regularly communicates and shares information about the children in her care. She has a network of other childminders, who share good practice. They enjoy outings together with all the children in their care. Children benefit from consistency between settings to make the best possible progress.
- Children develop their fine motor control and have fun through sensory play. The childminder provides opportunities for children to cook. Children learn about healthy eating. They develop their hand-eye coordination while using tools and mixing ingredients.
- The childminder skilfully builds on children's knowledge. She introduces new vocabulary, creating a language-rich environment. For example, she talks about the veins in leaves and the veins in insects' wings. Older children retain this information and then use the new vocabulary in context.

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:

- give children the time they need to process information so they are able to fully understand and answer questions to further develop their communication and language skills.

Setting details

Unique reference number	EY311768
Local authority	Plymouth
Inspection number	10408043
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	23 January 2020

Information about this early years setting

The childminder registered in 2005 and lives in Hooe, Plymouth. She offers care from Monday to Thursday, from 7am to 6.30pm, all year round. The childminder provides government-funded early education. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Naomi Beck

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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