

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

Children thoroughly enjoy their time with the childminder, who is warm and friendly. They show the utmost respect for him, and they value one another's opinions and ideas. Children speak highly of the childminder and comment on how they love coming to play and on the inventive curriculum he provides. They excitedly talk about the new area he has created that supports their interests. For instance, children go on imaginary quests playing different characters. They skilfully collaborate with their peers to negotiate and decide on where the quest will take place, such as in an enchanted forest, and the magical creatures they might meet. The childminder designs and implements his curriculum successfully to ensure that all children make excellent progress from their starting points.

The childminder extends older and most-able children's development superbly. Children exceed developmental milestones, such as recognising numbers and naming letters of the alphabet. They know which sound each letter makes and items that match, such as 't' for 'tomato'. Younger children also join in, copying the childminder and their peers. They sustain attention for long periods, supporting their concentration skills effectively. Children have a highly positive attitude to learning and show a willingness to acquire knowledge.

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

- The childminder teaches children about other cultures and ways of life effectively. For example, children learn about Jewish traditions such as 'Yom Kippur' and how it is a time to make peace with others. They also learn about prayers and time for reflection to support their understanding of the world.
- Partnerships with parents are highly effective. They provide wonderful comments about the care and education the childminder provides. Parents say how the children have developed in 'leaps and bounds' and speak of the excellent service he provides. They also comment on the additional tutoring services he provides to support older children in their English and mathematics.
- The childminder forms strong relationships with local schools from where he collects older children. He ensures a detailed handover about children's well-being and finds out about what children have been learning at school. For instance, he shares books with children on Romans and Vikings as well as on historical buildings in Athens to complement the school curriculum. Children benefit greatly from a consistent approach to learning.
- Children enjoy role-play experiences such as dressing up and playing with the pretend kitchen. The childminder skilfully helps the youngest children to learn new vocabulary by encouraging them to describe the fruit and vegetables. Children talk about how the pineapple is 'yellow' and 'spiky'. They take the childminder's order of 'ham and pineapple pizza' and recall their own

experiences. Children develop excellent communication skills.

- The childminder ensures that children have different spaces to best suit their needs. For instance, children can take themselves into a quiet space to play games with their peers, or, alternatively, they are free to play in whole groups. Children of all ages play exceptionally well together. They consistently share, take turns and listen to one another's views and ideas.
- Children learn how to stay safe when out in the community. The childminder teaches children how to ask an owner's permission to stroke their dog. He talks to them about using kind hands to stroke dogs gently and when not to approach them, such as ones that are off their lead. Children develop a strong understanding of risks in the environment.
- The childminder is passionate about providing children with a vast variety of experiences in the nearby area. He ensures that children have opportunities to visit wildlife and animals and to develop their understanding of nature. Children learn about different habitats and endangered species, helping them to learn about the wider world.
- The childminder implements effective recruitment procedures to ensure that any assistants he works with meet legal requirements before working with children. He provides relevant training courses for them to attend, such as safeguarding, food hygiene and paediatric first aid, prior to them starting employment. The childminder carries out effective supervision procedures to support assistants in their professional development to benefit children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts the interests of children first.

Setting details

Unique reference number	EY318586
Local authority	Plymouth
Inspection number	10407686
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 2005 and lives in Derriford, Plymouth. He operates all year round, from 7am to 7pm, Monday to Friday. The childminder holds a childcare qualification at level 3. He works with two co-childminders, who are his wife and his grandson, and they also employ two assistants. The childminder is registered to provide overnight care. The childminder provides government-funded places for childcare.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- The inspector spoke to the children to find out about their time at the setting.
- The inspector read questionnaires and written statements from parents during the inspection and took account of their views.
- The childminder and the inspector discussed the early years curriculum and how it benefits children's development.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder, his co-childminder and assistants.

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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