

Childminder report

Inspection date: 5 April 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder is passionate about providing an inclusive and nurturing environment in which children become confident to explore at their own rates of development. Children demonstrate that they are happy. They seek comfort and reassurance from the childminder when needed. The childminder and her assistant know the children and their needs very well and are very responsive to them. This enables children to form trusting relationships and to feel secure. The childminder and her assistant are calm, patient role models who teach the children rules to keep them safe. Children are well behaved. They learn to take turns and share with one another.

Children have a dedicated playroom and ample space outside to play. The childminder understands the importance of plenty of fresh air and exercise to support children to be healthy. Children spend a lot of time outside and become confident in their physical development. They have opportunities to build on their learning as they explore the local area and further afield. For example, after building their own rocket, children visit the cathedral to see an exhibition about the moon, dressed as astronauts.

The childminder has high expectations for all children. She gives children additional support when they need it to help them to make good progress in their learning. For example, she teaches children with speech and language delays to use signing to communicate. Children are well prepared for the next stage in their learning when it is time for them to go to school.

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

- The childminder has a good understanding of child development, which she uses to plan activities for the children that they keenly engage with. She gathers information from parents about children's starting points and keeps them well informed about their children's progress. Parents report how well their children settle in and they notice the positive impact on their children very quickly after they join the setting.
- Children enjoy joining in with familiar songs and they readily engage with books and stories. Children are taught new vocabulary and the childminder and her assistant talk to the children about what they are doing. This supports children to be good communicators. Older children eagerly point out letters and words as they observe print in the environment.
- The childminder gives children lots of opportunities to develop their mathematical understanding. For example, they count the worms they find in the garden and compare sizes of containers, describing them as 'full', 'half-full' or 'empty'. As children play, they suggest their own ideas. For example, they

wonder what might happen if they plant seeds in sand instead of soil. At times, however, their investigations are thwarted as they are told why they will not work.

- Mealtimes are sociable occasions with plenty of time for talking. Children are provided with a healthy diet and they eat balanced meals. Children have good manners and they are praised for saying 'please' and 'thank you'.
- The childminder intends for children to develop independence skills. Children quickly learn to feed themselves and use the toilet. However, older children are not always included in tasks that they could manage and would like to take part in, for example laying the table for mealtimes or tidying up.
- Children are taught to regulate their emotions, talk about their feelings and to understand how others may feel. They are beginning to understand what makes them unique. Children are supported to find out about different cultures and traditions. For example, they learn to use chopsticks while eating Chinese food. The childminder is keen for children to learn about a wide range of lifestyles outside of the small rural village that they live in. This prepares children for life in modern Britain.
- The childminder has established good partnerships with staff at the local school. She shares important information about children's learning and development, which supports children effectively. The childminder supports parents to gain additional help for their children if they need it. The childminder is highly recommended by the local community.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are important to the childminder. The childminder and her assistant have attended training to ensure that their child protection knowledge is up to date. The childminder is confident in recognising the signs that may indicate a child is at risk of harm, including concerns such as the 'Prevent' duty. She understands how to identify and report concerns about a child's welfare to keep them safe. The childminder and her assistant understand the procedures to follow in the event of an allegation against them. They have attended first-aid training and they keep records of medication and accidents. The childminder teaches older children about online safety.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support children to follow up their own ideas and investigations so they can find out the answers for themselves
- provide older children with opportunities to take part in manageable tasks to further promote independence skills.

Setting details

Unique reference number	EY342383
Local authority	Devon
Inspection number	10073769
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 8
Total number of places	6
Number of children on roll	19
Date of previous inspection	17 May 2016

Information about this early years setting

The childminder registered in 2006 and lives in Lapford, Crediton. She employs an assistant. The childminder provides care from Monday to Friday, 7.30am until 6.30pm, all year round, except for the childminder's holidays. She offers funded education for three- and four-year-olds. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Den Russell

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 her evaluation of the setting.
- The inspector and the childminder completed a learning walk of the setting, where they discussed the early years provision and the aims of the curriculum.
- The inspector observed the quality of teaching and discussed the childminder's teaching practice.
- The inspector held discussions with the childminder throughout the inspection and discussed how the setting is managed.
- The inspector spoke to children and parents to gather their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022