

Childminder report

Inspection date: 18 March 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive excited and eager for the day ahead. They chat animatedly with their friends and greet new people with confidence and enthusiasm. Children show their playroom to visitors with such pride. The childminder knows children well and her curriculum has a clear intent. She prioritises supporting children to develop a love of learning new things, promoting independence and developing social skills. She builds effectively on what children already know and can do. The childminder has formed strong bonds with children and speaks with older children about events unique to them, such as upcoming holidays and new siblings in their families. The childminder engages them in conversation as they enjoy a social breakfast. She provides prompts for discussion, and as children recall a recent outing to a music class, she helps them describe the activity and what skills they learned. Children exclaim, 'We tap the tambourines soft and then loud, again and again, and then stop!' The childminder explains the importance of careful listening, so that everyone can work well together.

The childminder encourages children's physical development and emotional well-being to grow. She takes children on many varied outings, and children develop control, balance and coordination as they regularly enjoy using trikes, balance bikes and scooters in local play parks. Children develop knowledge of how to manage risks as they learn the benefits of always wearing a helmet to ensure their safety.

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

- Children are well prepared for their next stage of learning. The childminder monitors progress effectively. If children can benefit from early help, the childminder is proactive in having professional conversations with parents to seek referrals swiftly, and children receive the right support at the right time.
- The childminder promotes children's independence and perseverance. As they play, she provides them with time to solve problems for themselves, such as finding the right-sized cars to fit on the track. As children solve the problem, they explain, 'The wheels go in the lines, then the car can go go go.' Children become resilient and develop patience as they try car after car until one successfully moves along the track. The childminder is quick to praise their efforts and great teamwork, and children develop motivation to learn.
- Children's care needs are met. The childminder monitors children's need for food and drink carefully so that they learn to recognise signs of hunger and thirst. This supports children to be happy and able to focus on activities. Children learn the importance of washing their hands. The childminder speaks with them about germs, and when children tell her they can't see any germs, the childminder explains, 'They are so small, they are invisible to us.' Children excitedly show her their freshly washed hands and smile as she praises their hard work.

- The childminder teaches children to treat each other with kindness and respect, praising them as they show care for others' feelings. Older children thoroughly enjoy supporting the learning and development of younger children. When babies drop toys or cannot reach something, older children quickly help them and ask if they are ok. Babies show pure delight in this as they giggle and smile.
- Early literacy skills flourish. The childminder models language and explains the meanings of new words. She challenges children to find features in the story pictures. Children excitedly point when they find the right object. Children are eager to listen and develop storytelling skills as they repeat key words from favourite books.
- The childminder supports the development of older children's communication and language skills well. She asks questions as they play, which promotes them to engage and deepen their interest. The childminder praises children as they share their thoughts and ideas with each other, and she supports them to listen well to their friends as they take turns in conversations. However, at times, the childminder does not interact with babies frequently enough to ensure that their communication and language skills are consistently strengthened.
- The childminder prioritises engaging in professional development, and she uses new knowledge to ensure that her skills are current. She attended a recent course on providing children with the 'best start in life', and this has supported the childminder to develop knowledge about how she can best support children's progress of personal, social and emotional skills. For example, the childminder revisits prior learning experiences with children as they play. This supports children to see meaningful links in their learning and develop confidence to attempt new challenges.
- Partnerships with parents are effective. The childminder informs parents regularly about their children's progress in learning and development. Parents are complimentary about the care the childminder provides. They appreciate how well the childminder knows their children and supports their interests to develop. Parents value the guidance of this experienced childminder on issues such as building effective sleep routines for their children.

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:

- provide babies with consistent interaction to further promote their communication and language skills.

Setting details

Unique reference number	EY347069
Local authority	Devon
Inspection number	10380811
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	6
Date of previous inspection	25 June 2019

Information about this early years setting

The childminder registered in 2007 and lives in Kingsbridge, Devon. She offers care from 8am to 6pm, Monday to Friday, all year round, except public holidays. She provides government funded places for childcare, and she also provides specific funding for disadvantaged children. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Shirley Evel

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- 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.

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 2025