

Childminder report

Inspection date: 16 February 2023

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 experience a warm and stimulating learning environment. They use resources that match their learning needs and support them to engage in their play. The childminder and her assistant have strong bonds with the children. They praise them and offer cuddles and encouragement. The childminder and her assistant listen to children and value their opinions and ideas. This helps them to consider children's individual needs and how they can best support each child to make progress. Children make particularly good progress with personal, social and emotional development. They enjoy explaining to adults how and why they take turns, emphasising that 'everyone has a turn because that is fair'. The childminder supports this development of children's social skills by teaching them to think of each other's feelings when playing and sharing with each other.

Children display high levels of independence and make choices about their own learning. The childminder supports children's play and extends their thinking. For example, the children enjoy pushing toy cars down the ramp. The childminder suggests they race each other to see which travels the furthest. This challenge builds children's curiosity and helps them develop positive attitudes to learning. The childminder has high expectations of behaviour, and the children rise to these. They show lovely manners and enjoy taking care of the playroom, helping to tidy the room for lunch.

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

- The childminder has clear learning intentions for children. She effectively assesses children's learning and development and provides activities that build on what the children know and can do. The childminder adapts activities accordingly, so that all children can access the learning. For example, when playing matching pairs with playing cards, older children count objects and younger ones match picture pairs.
- The childminder makes good use of the local area for outings and has a garden where children enjoy playing each day. The regular outings to woods and parks help to widen children's experiences and knowledge of the world around them.
- The childminder meets the personal care needs of the children. She gains younger children's permission for changing their nappies and older children are well supported when developing their independence using the toilet.
- Partnerships with parents are effective. The childminder has established very good communication with parents. She ensures that they are informed about their children's care and education, and she shares progress updates with them regularly. Parents speak of how flexible the childminder is with her care and how excited their children are by the wide range of activities she provides.
- The childminder encourages children to persevere and carry out small tasks for

themselves, such as getting their own chairs out for activities they wish to sit at, and getting their own drink of water from the dispenser. Children show a real sense of achievement in doing these things.

- Children show high levels of engagement in their chosen activities, and the childminder supports this well. Children enjoy accessing lots of story books and they eagerly take them to the childminder to share together. The childminder encourages children's love of stories and language of story books from a young age.
- The childminder enhances learning as children play. For example, as they play with the bumble bees, she supports children to recognise and order numerals and discuss size and position. This helps children to understand mathematical concepts and extend their vocabulary.
- The childminder reflects on her own practice. She can identify the strengths in her provision, and knows how her interactions with the children can ensure, that they are fully prepared for their next stage of learning. For example, a key part of the childminders practice is helping children develop their ability to have the confidence to express their thoughts and feelings.
- Older children support the younger ones to succeed in their play and enjoy exploring the playroom with them. They point out each children's written names, and the younger children then enjoy revising the names to see if they have remembered them correctly. They giggle with delight when praised for their efforts by their friends.
- The childminder is able to identify when children need the support of outside agencies or professionals, such as speech and language therapists. However, she does not do all she can to ensure children receive the early help they need promptly, to help close gaps in their learning without delay.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of safeguarding procedures and the signs and symptoms of abuse. They know their responsibilities in keeping children safe and what to do should they have any concerns. The premises are clean and tidy. Toys and resources are in good working order and suitable for the children using them.

What does the setting need to do to improve?

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

- increase the support for children who risk falling behind in their learning and development, so that they get the early help they need more promptly to close any gaps in their progress.

Setting details

Unique reference number	EY347368
Local authority	Devon
Inspection number	10263489
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	11
Number of children on roll	16
Date of previous inspection	3 May 2017

Information about this early years setting

The childminder registered in 2007 and lives in South Molton, Devon. The childminder operates each weekday, from 7.30am to 6pm, all year round, except public holidays. She works with an assistant at times.

Information about this inspection

Inspector

Shirley Evel

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 provider and has taken that into account in their evaluation of the setting.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on 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 2023