

Childminder report

Inspection date: 8 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder greets children warmly as they arrive for their day. Children wave goodbye happily to their parents and quickly settle into an activity of their choosing. Children have formed positive and warm relationships with the childminder. They confidently talk to her about their experiences from home, and she listens with interest.

The childminder knows where children are developmentally. She plans and implements her curriculum to help children build on their existing knowledge and skills. For example, the childminder encourages children to be highly independent. She provides them with spare clothing, ready for water play outside. The childminder offers older children a private space to get changed. She then supports younger children, who cooperate well. Older children get changed quickly, demonstrating their self-care skills effectively. Younger ones show a willingness to try and put the clothes on for themselves.

Children behave well and understand the routines. They work well together to put all the toys away and enjoy the responsibility of carrying out small tasks. The childminder is a good role model. She shows children how to share and take turns. Children form close friendships and play cooperatively. They demonstrate a positive attitude to learning.

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

- The childminder enables children to follow their interests while she supports their next steps in learning. For example, children ask if they can wash the large toy cars outside. The childminder provides each of them with a cloth and some water. She encourages children to make circular movements as they wash to support their physical skills. Children giggle as they work as a team to make the car sparkling clean.
- Overall, the childminder promotes children's communication skills well. She has attended sign language training and is using this to encourage speech for younger children and those with English as an additional language. Children understand the actions and begin to use these to communicate their needs. Occasionally, the childminder does not extend language for the older children to help them learn new vocabulary.
- The childminder reflects on her practice and makes changes to improve the setting for children. She has reorganised the environment to make books more freely accessible for children. Children independently choose stories and share these with the childminder, helping to support their early reading skills. Additionally, the childminder has ensured that children can see numbers around her home to support their mathematical awareness.

- Children develop strong physical skills. The childminder encourages children to throw beanbags into a bucket to support their hand-eye coordination. Children show perseverance as they keep practising until they succeed. Children's faces beam with pride when the beanbag lands in the bucket. The childminder praises them, supporting their confidence and self-esteem.
- The childminder has formed strong relationships with parents. She gains extensive information about children when they first start to gain a secure understanding of their routines and development. The childminder provides families with support when required and is flexible around their needs. Parents report that the childminder is professional and provides a home-from-home experience. They say she keeps them informed of their child's progress and care practices through daily diaries and verbal feedback.
- The childminder implements activities to help children develop new skills. For example, she teaches children how to use pipettes in the water tray. Children practise squeezing and releasing the end of the pipette to draw up the water. The childminder also talks to children about the toy sea creatures, such as a 'stingray', 'turtle', 'starfish' and 'seahorse', to support their understanding of the world. However, the planning of activities for younger children is not always effective, and they lose interest quickly.
- Children benefit from daily opportunities outdoors. The childminder walks children to the nearby field to visit the horses and play at the local park. Children climb and balance and learn how to stay safe. The childminder talks to children about the importance of road safety to ensure their welfare.

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:

- extend older children's vocabulary to further support their language skills
- plan activities more effectively to help keep younger children engaged.

Setting details

Unique reference number	EY360587
Local authority	Plymouth
Inspection number	10398528
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 11
Total number of places	12
Number of children on roll	26
Date of previous inspection	28 October 2019

Information about this early years setting

The childminder registered in 2007 and is located in Ernesettle, Plymouth, Devon. The childminder works Monday to Saturday, from 8am to 6pm, for most of the year. She also provides overnight care when required. The childminder holds a level 3 qualification and works with an assistant. The setting provides government funded places for disadvantaged children.

Information about this inspection

Inspector
Joanne Steward

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector read written statements from parents and took account of their views.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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