

Childminder report

Inspection date: 13 September 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children build strong attachments with the kind and caring childminder and feel comfortable and emotionally secure in her care. They initiate conversations with her and ask for cuddles spontaneously. The childminder has a clear understanding of how to support children's personal, social and emotional development. For instance, when children become upset following minor disagreements, she provides reassurance and successfully distracts them with other toys and games. Children listen to and follow the childminder's instructions and understand the routines and expectations for their behaviour. For example, when the childminder asks to change their nappies, they go with her willingly and are eager to help her get the changing mat out. Older children are confident, and they show pride in their achievements, such as announcing that they are 'very good at using the toilet!'

The childminder knows the children well and identifies appropriate next steps in their learning. She uses this information to build on what they already know and can do. For example, the childminder recognises that children need to develop their coordination, dexterity and control before they can learn to draw or write, so she plans for them to make marks using paintbrushes and water on different surfaces. During this activity, she encourages the children to draw with control and models how to do this, so they copy her and try to form different shapes. Children make good progress in their learning.

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

- The childminder has improved her knowledge of the requirements of registration since the last inspection. She has taken measures to update her safeguarding knowledge and understands that any assistants must obtain the necessary suitability checks before having unsupervised access to the children.
- The childminder assesses children accurately and has a good understanding of the progress each child has made. She plans a broad and stimulating curriculum to teach them the skills and knowledge that are needed for later learning, including school. Children benefit from a range of outings where they develop their physical skills and learn about their community. They are keen to take part in activities and feel confident in their abilities, demonstrating a positive attitude to learning.
- The childminder models language well for children, using a broad vocabulary and routinely repeating what children say before responding. For example, when children mispronounce the colour as 'lellow', the childminder uses the word 'yellow' in her reply, so they can hear the different sounds in the word. Overall, children are confident to express themselves and initiate discussion. However, at times, the childminder does not support and encourage the children who are quieter and less confident to speak as effectively as she does for the other

children.

- The childminder promotes children's health and hygiene effectively. For example, she reminds children to drink plenty of water and applies sun lotion during warm weather. The childminder cleans the changing mat after each use and teaches children wash their hands at appropriate times.
- Children enjoy listening to the childminder when she reads well-known stories. They concentrate well, join in with repeated refrains and are eager to act out the story with props.
- The childminder incorporates mathematical language and concepts into her discussions and activities with children. For example, she frequently encourages them to count and talk about shapes.
- Children are developing the confidence and skills to manage their self-care needs independently. For example, they take themselves to the toilet, wash their hands and use cutlery at mealtimes.
- Parents speak highly of the childminder. They comment that their children enjoy coming and benefit from regular outings and a range of activities. The childminder shares information with them about their children's development and achievements to enable them to support their children's learning further at home. However, the childminder does not share information with other settings attended by children to help them to settle quickly and promote consistency in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training and is able to recognise and report any concerns about the children in her care. She knows how to manage any allegations about adults who live or work in her home, including contacting the relevant agencies. The childminder has a good understanding of risk and provides all children with a safe environment where they can play and learn. She supervises the children well, reminds them not to get down from the table until they have finished their mouthful of food and explains the need for sun cream on hot days. The childminder manages children's safety well on outings, such as holding the hands of younger children and asking the children to walk sensibly.

What does the setting need to do to improve?

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

- develop links with other settings attended by children to promote consistency in their care and learning
- strengthen the support for children who are quieter and less confident to encourage them to communicate their needs and speak more frequently.

Setting details

Unique reference number	EY365838
Local authority	Devon
Inspection number	10295144
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	25 April 2023

Information about this early years setting

The childminder registered in 2007 and lives in Bere Alston, Devon. She operates for 48 weeks of the year, from 7.30am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sarah Madge

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder informed the inspector how she organises the early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and the childminder reflected on an adult-led activity together to discuss the quality of teaching and learning.
- Parents shared their feedback about the setting with the inspector, and the inspector also took account of the views of the children spoken with during the inspection.
- The childminder spoke with the inspector about the daily running of the setting and her knowledge of the requirements.
- The childminder provided the inspector with a sample of key documentation.

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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