

Childminder report

Inspection date:

13 March 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children enjoy a curriculum that is ambitious and varied, with learning opportunities that match their needs. The childminder provides a welcoming environment where children's confidence blossoms. She provides plenty of time for children to attempt tasks independently before helping them. Children develop wonderfully strong bonds with the childminder and show such a sense of belonging. The childminder supports children to make exceptional progress in all areas of learning, but particularly in their developing communication and language skills. She listens intently as children communicate and responds with such enthusiasm that children are motivated to continue their interactions. The childminder adapts her interactions masterfully to meet children's current stage of learning. For example, she asks detailed questions to children who can share their thoughts and ideas, and she asks short questions to others to encourage their confidence to communicate. The childminder describes the play of children not yet speaking, so they feel included and can build their communication.

The childminder plans daily outings that extend children's understanding of the world and their physical abilities very well. Children explore local beaches and parks. They learn about nature as they investigate woodlands and visit the zoo. She supports younger children who are beginning to walk to enjoy the flat, level walkways and build confidence in their skills.

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

- Learning is inspirational and children are captivated by their activities and experiences. They show advanced levels of focus and engagement. For example, they delight in making caterpillar play dough and follow the recipe intently. As children listen to the childminder list the ingredients, they eagerly repeat the words. Children add rosemary and coconut oil to the dough, developing their confidence to share their opinions of the new smells. Children find picking the rosemary leaves off the stalk a challenge but persevere until they succeed. For children so young, the levels of perseverance and resilience are exceptional.
- The levels of concentration shown by such young children is impressive. The childminder revisits learning regularly to help children remember new knowledge. For example, children listen intently to a story about caterpillars. They confidently remember aspects of the story and, when the childminder asks questions such as 'what did the caterpillar make?', children confidently exclaim 'a cocoon'.
- The childminder has formed a culture where children believe they can achieve whatever they wish, and they attempt new learning with such enthusiasm and will to succeed. For example, when the childminder introduces children to the caterpillars they will be looking after, children have such unquestioning self-belief

in their abilities to care for them effectively. Children exclaim, 'I kind. I can feed them. They will grow big'. The childminder praises this, telling the children they make her so proud.

- The childminder is an excellent role model for children and they clearly feel safe in her care. She encourages children to respect each other and consider their friends' feelings, and they do this impressively. For example, the childminder highlights how friends may feel if they do not have a turn when mixing play dough. She supports them by emphasising the benefits of positive behaviour, and children learn the power of kindness and share more readily.
- The experienced childminder has in-depth knowledge of how young children learn. She takes part in continuous professional development, attending a wealth of courses, such as promoting children's mental health and effective communication with babies. She uses new knowledge gained to further promote children's emotional well-being. She includes all children and praises efforts, narrating play and boosting motivation.
- Parents value how the childminder helps their children's characters shine. They feel exceptionally well informed of their children's progress. Parents speak of how supportive the childminder is on matters such as establishing effective sleep routines and introducing new foods into a child's diet. Parents appreciate how the childminder values and promotes the second languages spoken by their children and feel this supports their children's self-confidence to soar. Parents regularly share their children's interests with the childminder through termly interest-information forms shared by the childminder.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY366217
Local authority	Torbay
Inspection number	10376074
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	15 May 2019

Information about this early years setting

The childminder registered in 2008. She lives in Torquay, Devon. She offers care from 7.30am to 5.30pm, Monday to Thursday, all year round. The childminder holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

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 communicated with 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 childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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.

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