

Childminder report

Inspection date:

17 September 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 thoroughly enjoy their time with the childminder, who is friendly and passionate about her role. Children show high levels of confidence, happily talking to visitors and about the activities they enjoy. The childminder plans and implements her curriculum exceptionally well to ensure that all children benefit. For instance, she plays ball games with children to encourage their listening skills and to help children to follow instructions. Children also learn to wait patiently for their turn from a young age to support their social skills.

The childminder focuses highly on supporting children's communication development. Children learn new words to further their vocabulary. The childminder consistently provides children with different words that mean the same, such as 'huge' and 'enormous', to expand their language. Children then correctly use these new words during their play, showing their understanding.

Children behave exceptionally well. They meticulously follow routines and understand expectations. When the childminder rings a small bell, children instantly know to tidy up and to get ready for nap time. Children independently find their low-level beds and snuggle down while the childminder plays soothing lullaby music. The childminder comforts children and they fall asleep quickly as they feel safe and secure.

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

- The childminder works effectively with the local neighbourhood to support children's knowledge about people who help them in the area. For instance, children visit a dental school and learn about the negative impact that dried fruit has on their teeth. They also enjoy visits from police community support officers and the guide dog association to learn about their roles. Additionally, the childminder helps children to learn about different religions, such as taking children to the church and nearby synagogue. Children learn about Jewish prayers to further their understanding of the wider world.
- Children have an excellent understanding of mathematical concepts. The childminder implements daily songs and rhymes, where children learn subtraction by taking 'one away'. All children confidently count to 20 in sequence and use language to name three-dimensional shapes, such as 'cylinder'. Children also learn about prepositions, such as 'on' and 'over'. The childminder encourages them to place the teddy bear in different places to support their understanding.
- The childminder and children have recently gained an award for their dedication in growing various fruit, vegetables and herbs. Children visit the childminder's allotment with her, where they grow grapes, pears, tomatoes, potatoes and

chives. The childminder uses these experiences to help children to develop a strong understanding of where food comes from and enjoy eating what they have produced.

- Stories play an integral part in the childminder's curriculum. She ensures that children share books daily to promote their early reading skills. Children listen intently as the childminder uses intonation and whispering at key parts to keep children engaged. The childminder explains to children about what new words imply, such as 'snatch' means 'grab'. Children also borrow books to take home to share with their families for a consistent approach.
- The childminder differentiates her curriculum exceptionally well to ensure that it meets the needs of individual children. She makes her own threading resources from natural branches and wooden sticks. The childminder encourages the youngest children to slide blocks with holes in the centre over the sticks to support their hand-eye coordination. Once children have achieved this, they move onto more trickier ones, such as threading blocks onto a shoelace. Children show high levels of concentration and resilience.
- Partnerships with parents and carers are excellent. The childminder carries out home visits prior to children starting. She obtains a wealth of information from parents to ensure a smooth transition. The childminder is quick to identify where children need additional support. She works collaboratively with parents and other professionals to close gaps in children's learning promptly. The childminder is very creative and makes 'activity packs' for children to use at home. She designs them specifically to meet children's individual needs. The childminder also provides information cards for parents with ideas on how to use the packs with their children at home.
- The childminder is passionate about keeping her knowledge updated to benefit children. For instance, following recent training on repetitive behaviour patterns that children show through their interests, she takes children to visit a ceramic studio. Children decorate their own pieces of pottery and learn about the firing process. This supports their creativity.

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	EY367273
Local authority	Plymouth
Inspection number	10407778
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 January 2020

Information about this early years setting

The childminder registered in 2008 and lives in Plympton, Devon. She operates all year round, from 8.30am to 4.30pm on Monday, and from 8.30am to 5pm on Wednesday, Thursday and Friday. She holds a childcare qualification at level 3. The childminder provides the government funded places for childcare.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation of a threading activity.
- 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