

Childminder report

Inspection date: 27 April 2022

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

Children are happy and settled in the childminder's care. They form warm and positive relationships with her. The childminder is nurturing and sensitive to children's needs. Children clearly feel safe as they seek comfort, cuddles and reassurance from her as needed. The childminder has high expectations for what children can achieve. She supports them to develop independence and resilience, and she encourages even the youngest children to keep trying until they become confident with new tasks. Consequently, children behave well and show motivation and positive attitudes towards their learning.

The childminder has a good understanding of how children learn through play. She plans her curriculum based on children's interests so that learning is personal and relevant to individual children. The childminder encourages children to learn through the outdoor environment. Children enjoy daily fresh air and exercise in the large outdoor space. They have plenty of opportunities to enhance their physical development, including running in the field and riding bicycles in the large yard area. The childminder plans exciting activities for children, such as using sticks to write in mud and learning to grow their own fruits and flowers.

Children learn about their local community around them. The childminder provides opportunities for children to visit local places, such as the nearby church, park and beach. She regularly takes children to the library so that they can choose books to further support their learning.

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

- The childminder skilfully observes children to identify any gaps in their learning. She plans appropriate next steps for them and sequences learning to build on what they already know and can do. Consequently, all children make good progress from their starting points, including those who are in receipt of additional funding.
- The childminder supports children's developing communication and language skills well. Children delight in singing nursery rhymes. The childminder provides opportunities to introduce new vocabulary to children. For example, she encourages children to say 'pop' when they are playing with bubble wrap and teaches children the word 'crunchy' when exploring rice. However, there are some occasions when the childminder does not use the correct terminology, such as calling a pig a 'piggy' and a duck a 'ducky' when reading a story. This means that children do not always hear the correct language to support their communication skills even further.
- Children learn about the similarities and differences between themselves and others. They learn about what life is like in other countries, such as what type of

homes people live in, what festivals they celebrate and what foods they eat. The childminder enhances children's learning further by showing them where different countries are on a world map.

- The childminder weaves children's early literacy skills and mathematical learning into their play well. She provides lots of opportunities for children to develop their early writing by making marks with different tools. For example, children use paintbrushes in sand. The childminder skilfully uses children's interests to support their learning. For example, children order different-sized superhero toys as they learn about shape, space and measure.
- Children behave well. The childminder supports children to understand their feelings and emotions. She encourages older children to think about the impact their behaviour has on others.
- The childminder uses daily routines and care practices effectively to teach children about the importance of being healthy. Children use toy toothbrushes to learn about good hygiene and oral health. The childminder shares information about healthy eating with children and supports parents by sharing healthy lunch box ideas with them.
- Partnerships with parents are effective. They are grateful for the care their children receive and they all share positive feedback about the childminder. The childminder encourages parents to complete questionnaires so that she can continue to improve her practice.
- The childminder works effectively with other settings that children attend. She regularly communicates with them and shares information about children's progress. She works in partnership with the local school to prepare children for their transition to starting school.
- The childminder attends regular online training to ensure that her knowledge and understanding stay up to date. She reviews her practice to identify her strengths and areas that she wants to continue to improve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in protecting children. She knows the signs that a child may be at risk of harm and is confident with her responsibilities if she has concerns about children's welfare. She has good knowledge of wider safeguarding issues, such as the 'Prevent' duty, and knows how it is relevant to her local area. Children learn how to manage risks for themselves. For example, young children learn to climb up and down the slide steps safely. The childminder has a good awareness of online safety. She shares key messages with parents about how to keep children safe online.

What does the setting need to do to improve?

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

- enhance children's communication and language further by consistently using the correct terminology when speaking to children to benefit their expanding vocabulary.

Setting details

Unique reference number	EY367933
Local authority	Devon
Inspection number	10074065
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	8
Date of previous inspection	4 May 2016

Information about this early years setting

The childminder registered in 2008 and lives in Newton St Petrock, near Torrington, North Devon. She operates from Tuesday to Thursday all year round, except for during her holidays. The childminder has a childcare qualification at level 3. She provides funded early education two-, three- and four-year-old children.

Information about this inspection

Inspector
Amy Fedrick

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact 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.

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