

Childminder report

Inspection date: 4 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children share warm and close relationships with the childminder. They are happy and settled in her care. Children are confident and feel secure. They make good progress in all areas of learning and benefit from a wide range of learning experiences, which are based on a broad and interesting curriculum. Children enthusiastically explore the many play and learning opportunities. They demonstrate good independence skills and display a can-do attitude.

Children of all ages behave very well. The childminder uses effective strategies and positive language to encourage children's good behaviour. For example, she says, 'perfect' and 'well done', as children identify colours correctly when playing with the small-world play. Children have good opportunities to practise and master physical skills, such as climbing and balancing, as they use equipment at the park.

Children manage their feelings well for themselves. The childminder acts as a strong role model and teaches children about respect from an early age. As a result, children demonstrate good social skills and kindness to one another as they share resources or the childminder's attention with ease.

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

- The childminder supports children well to become competent communicators. She repeats words back to children, and through discussion and interaction she helps them to build on their knowledge and understanding successfully. For example, the childminder extends children's learning further as they count and sort plastic bears by colour.
- Children develop a love of books and stories. The childminder reads stories to the children as they sit on her lap and share a cuddle. She introduces new words, such as 'chimes', to extend children's vocabulary and encourages their involvement, as they move the flaps on the page of the book, while listening to the story.
- The childminder continues to develop her skills and knowledge and is always looking to provide new and exciting experiences for children. For example, she has introduced more open-ended resources, so that children can try out different ideas and use their imagination more in their play.
- The childminder monitors children's progress effectively. She gets to know the children well and provides a range of learning experiences, which successfully build on what they already know and can do. However, she does not consistently adapt craft activities to provide sufficient challenge for the older children.
- Children learn about the importance of healthy lifestyles. The childminder talks to the children about healthy eating and encourages them in thorough hygiene

routines. She sings songs with the children as they wash their hands and learn about the importance of washing germs away to keep them healthy.

- The childminder recognises the importance of good partnership working with parents. Parents value the childminder's good communication and support, particularly during the COVID-19 pandemic. The childminder shares some information with other settings that children attend. However, she is not always aware of children's current achievements or next steps at other settings, to ensure that planning for future progress is consistent.
- The childminder makes accurate assessments of children's development and focuses her curriculum well, to ensure that their individual needs are met. She explores additional support for children when appropriate to help ensure that all make the progress of which they are capable.
- Children's behaviour is good. Children of all ages play well together because they feel safe and secure in the care of the childminder and have a good understanding of right and wrong.
- The childminder teaches children to be independent. They use the bathroom independently and help to prepare their snack by cutting up fruit. Children skilfully open packets containing food items, with very little support from the childminder. The childminder gives praise and encouragement, which successfully boosts their confidence and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She has good knowledge of child protection and can recognise the signs or symptoms which may indicate a child is at risk of harm. The childminder knows who to report to if there is a concern about a child in her care. She completes thorough risk assessments on her home and for any outings she takes with the children. This helps to provide a safe and suitable environment for children to play and learn.

What does the setting need to do to improve?

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

- ensure craft activities are adapted consistently to provide more challenge for the older children
- develop further systems of sharing information with other early years settings that children attend, to consistently support future planning.

Setting details

Unique reference number	EY373666
Local authority	Devon
Inspection number	10288607
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 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	16 April 2018

Information about this early years setting

The childminder registered in 2008 and lives in Dawlish, Devon. She operates from Monday to Friday, 7.30am until 6pm, for most of the year.

Information about this inspection

Inspector

Michelle Heimsoth

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for the early years foundation stage curriculum.
- The inspector and childminder observed the children engaged in activities and had a follow-up discussion about children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector read written feedback from parents and took account of their views.
- The inspector sampled a range of 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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