

Childminder report

Inspection date: 9 May 2024

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 arrive and check to see if their sunflower plants have grown by the front door. Pre-school-aged children observe there are more leaves and say 'the sunflowers have had babies'. Children feel at home with the childminder. They settle quickly. Children have cuddles with the childminder or choose to work on a puzzle together. The childminder develops children's memory skills and asks them what they did yesterday.

There is an ambitious curriculum in place. The childminder broadens pre-school-aged children's knowledge of numbers and mathematical concepts effectively. For example, while outside, they look at shapes they can see on the outside of the house and draw them in soil. They name 'a square' and 'a triangle'. Pre-school-aged children plant vegetables in soil. They count the vegetables and match the number they have to the correct digit on the floor. The childminder extends their learning and asks 'How many more do we need to get the next number?'.

The childminder has reduced her paperwork to plan for children's experiences. This gives her more time with the children. She has a good support network of other childminders which supports her well-being. The childminder has positive relationships with local schools. She visits schools with the children to prepare them for when they transition to their next stage of education.

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

- The childminder follows children's interests and sets up a sensory farmyard in a tray on the floor. Pre-school-aged children name the animals and count how many cows they can see. The childminder extends their knowledge and understanding of the world by asking them questions about the farm. Pre-school-aged children tell her 'a farmer looks after a farm'. Babies are curious and touch the different textures they can feel in the tray.
- The childminder develops children's finger dexterity. Pre-school-aged children thread pasta through pipe cleaners to make necklaces. They persevere and show good levels of concentration. Pre-school-aged children count how many pieces of pasta they have from one to eight. Babies show motivation to join in. They begin to strengthen their hand muscles. Babies pick up large tweezers and attempt to press them together to collect the pasta.
- Children improve their physical skills effectively. Pre-school-aged children perform a 'chicken dance' inside. They jump around on alternate legs and develop their balancing skills. Later, pre-school-aged children blow bubbles in the garden. Babies try to chase the bubbles. They smile and giggle when they catch the bubbles. Babies gain confidence in their walking. They walk up and down small steps and learn to become more stable.

- Pre-school-aged children are independent. They use safety knives and cut up fruit for their snack. The childminder reminds children how to use them safely. Pre-school-aged children remember they must not walk around with knives. During snack, the childminder praises the children for taking turns and being kind. Pre-school-aged children say 'sharing is caring' to each other.
- Babies enjoy listening to nursery rhymes. They play with musical instruments while they listen. The childminder reads a picture storybook to babies when they show an interest. However, she does not consistently strengthen babies' communication and language skills, to develop their speaking skills and expand on their vocabulary further. For example, at times, she does not repeat babies' attempts at words back to them or engage in as much back-and-forth conversation as possible.
- Parents comment their children are very happy and thrive with the childminder. They receive photographs and information on what their children have done during the day. However, the childminder does not always share ideas with parents on how to further their children's learning at home and build on their next steps. For example, not all parents know what their children are working on so they can continue this learning at home.
- Children learn about the world around them. Sometimes they travel on a bus with the childminder. Pre-school-aged children recall when they went to a museum and saw a 'woolly mammoth called Mildred'. The childminder teaches children how to be safe when they are out. They know to look both ways and listen for cars before they cross a road.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- develop ways to strengthen babies' communication and language skills, to extend their speaking skills and expand on their vocabulary further
- share ideas with parents and carers on how to support children's learning at home, to further children's development and build on their next steps.

Setting details

Unique reference number	EY393621
Local authority	Plymouth
Inspection number	10335706
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	19
Date of previous inspection	25 June 2018

Information about this early years setting

The childminder registered in 2009 and lives in Plymouth, Devon. She operates on a Monday, Wednesday and Thursday from 8am until 4.30pm, term time only. The childminder provides free early education funding for two-, three- and four-year-old children. She has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- 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 was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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