

Childminder report

Inspection date: 31 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children thrive in the homely environment that the childminder creates. She works closely with parents to understand children's needs before they start and adapts her environment and practices specifically to help children settle during their early visits. Children are relaxed and feel safe in the childminder's care. They form secure relationships with her. Older children clearly enjoy the time they spend in the childminder's home and tell her that they missed her during their holiday. Younger children use sitting on her lap as their security as they build confidence to explore and become more independent.

Children behave well with the gentle support of the childminder. She sets clear boundaries and expectations for all children and uses reminders to 'be gentle' or 'take turns' to help children to achieve these. Children make good progress in their learning. The childminder uses everyday experiences well to support children to explore and learn. For example, older children know that spiders eat flies and ask if they can go outside to catch flies for the childminder's pet spider.

The childminder has adapted her practice to keep families and children safe throughout the COVID-19 (coronavirus) pandemic.

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

- The childminder has made improvements since her last inspection. She has attended safeguarding training and developed policies to support her practice. She makes effective use of parental input, reviews of children's progress and her own practice to identify areas for development. She has accessed online training to keep abreast of changes and to improve her provision.
- The childminder works closely with parents to find out about children's interests, routines and needs prior to children attending. She thinks carefully about routines and activities that will best meet individual needs. For example, she introduces more walks and time spent outdoors to help calm younger children when they find separation from their family difficult. This helps children to settle well and they build strong connections with the childminder.
- Parents value the service provided by the childminder. They share positive feedback about the support the childminder gives them to work together to help children make progress, such as when children are potty training. She has introduced more digital methods to share observations and photos about children's achievements during the COVID-19 pandemic. However, these are not always fully effective in supporting parents to gain a full picture of children's behaviours and achievements.
- The childminder regularly monitors children's progress. She clearly identifies what she wants children to learn next and skilfully prioritises key aspects of

learning to help children build strong foundations for their future learning.

- The childminder successfully supports all children to develop communication skills. She teaches young children to use gestures and vocalisations to express their needs before they have spoken language. She provides a clear narrative to support early communication, which helps children hear a widening vocabulary and make sense of what they are seeing and doing. This supports all children well but is particularly successful for those children who speak English as an additional language.
- Children show developing levels of confidence and independence. Younger children show increasing skill as they choose what to play with and feed themselves at mealtimes. Older children help to prepare the area for mealtimes and proudly show the childminder when they put on their own shoes. However, the childminder does not yet maximise all opportunities to extend these skills.
- All children concentrate well as they engage in different activities. The childminder consistently praises their efforts and acts as a positive role model to encourage kindness and respect for others. For example, children all clap when a child completes a puzzle independently.
- Children show increasing progress as the childminder helps them to build their skills and prepare for their next steps in learning. They enjoy looking at books independently and are able to recognise and name shapes. Older children give clear meaning to their pictures and can recognise letters from their names.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has taken appropriate measures to improve her knowledge about wider safeguarding issues, such as the 'Prevent' duty. She has attended training and has procedures in place to support her to take appropriate action should she have concerns about the children in her care. The childminder ensures that her home is clean and safe. She uses suitable measures, such as safety gates, alongside careful supervision and reminders to help keep children safe. Children learn to keep themselves safe. For example, the childminder reminds them how to sit properly on their chairs so that they do not fall off.

What does the setting need to do to improve?

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

- consider further ways to help parents gain a full picture of children's development and achievements
- extend further opportunities for older children to be independent.

Setting details

Unique reference number	EY413332
Local authority	Devon
Inspection number	10148794
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	6
Date of previous inspection	27 February 2020

Information about this early years setting

The childminder registered in 2010 and lives in Barnstaple, Devon. She operates all year round from 7.15am until 6.30pm, Monday to Friday.

Information about this inspection

Inspector

Jo Beighton

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact it has on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector took account of parents' views.

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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