

Childminder report

Inspection date:

25 September 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children flourish in the care of this friendly and experienced childminder. She knows every child's character well and forms nurturing relationships with them. Children clearly feel settled and secure as they confidently play with activities of their choosing. Children experience a curriculum with a clear intent. Activities and learning experiences form a curriculum that builds well on what children already know and can do. Children demonstrate communication skills that surpass what is expected for their age.

Children welcome visitors and eagerly include them in their play. They experience a learning environment rich in language. The childminder purposefully models language for children. For example, when learning about farm animals, the childminder introduces animal names and teaches children about the name for each animal's young. Children excitedly show visitors the piglets and lambs they find as they play with small-world farm animals. Children delight as the childminder speaks with them about where different speech sounds are formed in the mouth. They enjoy mimicking the childminder as they make 'moo', 'baa' and 'oink' sounds. Children think carefully about vocalising the sounds clearly.

The childminder is responsive to children's personalities. She is quick to give them a cuddle or offer reassurance when their confidence or engagement levels dip. Children go on regular outings to playgrounds, woodlands and a shared site where they enjoy activities as part of a larger group of children. The childminder supports children's self-confidence to bloom.

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

- The childminder considers what children need to learn next to make good progress. She plans regular group times, where children enjoy targeted teaching to support their skills and knowledge to flourish. The childminder promotes progress well during these times. However, when children engage in self-chosen activities, the childminder does not support children's learning as effectively to best promote their progress.
- Children enjoy daily learning in the fresh air. They enjoy exploring the garden, develop social skills and show kindness and care towards their friends. For example, when children play on a scooter and notice their friends would like to play too, they take turns without any adult support.
- The childminder promotes children's early literacy skills well. She shares many stories with children, and they eagerly join in with familiar parts. Children develop new knowledge as they learn about pigsties and how pigs like to keep clean.
- The childminder does not plan curriculum activities in the garden to best support

children's physical development. Some learning activities and resources do not consistently support young children to have the space needed to develop whole body control, balance and coordination. As children practise jumping, bouncing and running, their movements are hindered by the placement of resources and activities.

- Children's behaviour is good. The childminder has high expectations of children. Children respond well to the childminder and follow instructions well. The childminder supports children to develop care towards each other and the environment. As children take turns and share with small-world camels, the childminder praises their patience and kindness towards their friends.
- The childminder supports children to develop their skills of independence and self-care. Children learn the importance of good hygiene. The childminder uses encouragement and praise to support children to complete tasks for themselves. For example, she promotes counting to 20 as children wash their hands with soap ready for snack. She also supports children to keep well hydrated. For example, children take turns counting to 10 as each child takes a drink from their water bottle. Children celebrate each other's efforts with a cheer.
- The childminder is passionate about the importance of her modelling to children's learning. She has recently completed a degree in early childhood. She impresses on children the importance of persevering when finding tasks challenging. The childminder is a good role model for the children in her care.
- The childminder has good working relationships with parents and carers. Parents report how happy they are with the progress their children make. They appreciate the childminder's supportive nature. For example, she provides guidance on promoting positive behaviours at home and how to introduce toilet training successfully with children.

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:

- refine methods for supporting children's learning during their chosen activities to best promote their progress
- develop practice to best promote children's physical development skills to flourish when learning outdoors.

Setting details

Unique reference number	EY416061
Local authority	Devon
Inspection number	10151610
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 11
Total number of places	18
Number of children on roll	43
Date of previous inspection	27 January 2020

Information about this early years setting

The childminder registered in 2010. She lives in Landkey, near Barnstaple, North Devon. The childminder works alongside other childminders and employs part-time assistants. She provides government-funded childcare. The childminder operates from Monday to Friday, from 8am to 6pm, for 46 weeks per year.

Information about this inspection

Inspector
Shirley Evel

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the 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 on the 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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