

Childminder report

Inspection date:

25 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and curious in the nurturing environment the childminder has created. Those new to the childminder's care settle quickly. The childminder forms strong bonds with children and understands how important this is to children's learning and development. She is knowledgeable about early years education and how children learn. She has created a strong curriculum that prepares children for their next stage of development. Children make good progress in their learning and development. The childminder takes children on local trips, visiting the aquarium and woods to explore nature and learn about animals. She assesses risks at places she visits with the children before taking them there. Children are safe and secure.

The childminder supports children in exploring their imagination and developing creative skills. As they listen to music, children build an early understanding of music. They develop skills in creating music and rhythm by using pots and utensils to drum a beat. Children dance along to music, building physical skills as they move their bodies to a rhythm. Children improve their memory skills by singing along to the words in an 'alphabet' song. Young children count to five with confidence. The childminder helps children with matching and sequencing through wooden puzzles. This builds their mathematical skills and boosts their confidence.

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

- Children have unrestricted access to books. Toddlers enjoy turning the pages of books and exploring the images and textures on the pages. The childminder reads in an interesting way and encourages babies to hold books. Older children discuss the images they see, like the 'stripey colours'. Children discover experiences beyond their own. The childminder helps them develop a love for reading and books.
- Babies gain balance and coordination as they pull themselves up to stand. They explore toys placed at the right height by the childminder, which helps them move around. Babies and toddlers develop ball skills, rolling balls on the ground. Children build arm strength by swinging musical windpipes in the air to create a whistling sound. They smile while swinging the pipe and repeatedly say 'helicopter'.
- Children are curious and concentrate well. The childminder celebrates children's achievements and guides them to persevere in tasks they find challenging. When children have trouble taking turns, the childminder distracts them with other activities. However, she does not always help children see how their behaviour affects others.
- The childminder uses books and conversations to help children explore their emotions. This also helps them understand their individuality better. She encourages children to look at their reflection in a large mirror. They explore

their facial expressions and feelings with greater depth.

- The childminder helps children communicate well. She talks to babies in a clear voice to boost their vocabulary. Babies repeat words like 'dog' and 'show'. They babble and make sounds to express themselves. Children pretend to make telephone calls, speaking into a toy telephone. Toddlers have a wide vocabulary, saying words like 'shark' and 'book' and 'painting'. The childminder uses a calm, supportive voice. She gives children time to think and respond to open questions.
- The childminder takes children on trips to local parks to explore their local community. They celebrate some seasonal and religious celebrations. However, she does not always help children understand and celebrate their similarities and differences or learn more about religions and cultures that are different from their own.
- The childminder belongs to a local childminding network group. This helps her stay updated on early years developments. When children start at a new provision, she reaches out to share information. This helps support children's learning and development. The childminder reflects on the activities she has done with children and how well they went. This guides her on where to make improvements in the childcare she offers.
- Parent feedback is positive. Parents are happy with the care children receive and feedback that children enjoy spending time with the childminder. They report that children make good progress in their learning and development, especially in their physical skills and communication. Parents say communication works well. They feel informed about their children's progress and activities. Parents recommend the childminder to others.

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 skills further to teach children about regulating their behaviour, so they learn how their actions affect others
- support children to understand and celebrate their similarities and differences and to learn more about religions and cultures that differ from their own.

Setting details

Unique reference number	EY417824
Local authority	Plymouth
Inspection number	10407659
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	0 to 1
Total number of places	3
Number of children on roll	4
Date of previous inspection	15 January 2020

Information about this early years setting

The childminder registered in 2010 and lives in Plymouth, Devon. The childminder offers care Monday to Thursday from 7.40am to 6pm, all year round. She offers government funded childcare places.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- The inspector spoke with the childminder and children during the inspection.
- The inspector observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and people living in their home.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to parents and read their feedback during the inspection and took account of their 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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