

Childminder report

Inspection date: 3 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 benefit from warm, sensitive relationships with this caring, knowledgeable childminder. They demonstrate good levels of confidence, cooperation and respectful behaviours as they take turns during conversations and complete tasks together. Children show pride in their achievements and enjoy sharing this with others, excitedly sharing pictures they have made. The childminder is highly effective at supporting children's social skills and, as a result, children demonstrate excellent teamwork and resilience during their play. When construction play does not go to plan, the children take this in their stride and show good problem-solving skills to try it again in other ways.

Children benefit from a well-organised and well-managed environment. The childminder works well with parents to understand children's interests and plan playful learning activities. This effective support enables children to make good progress in their learning and development. Children are keen to get involved in the activities and demonstrate consistently high levels of focus, concentration and enjoyment. They display high levels of curiosity and engagement as they explore with confidence. Children excitedly run to the window to work out what the sound is as the childminder encourages and supports them in their discoveries.

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

- The childminder demonstrates a good knowledge of each child and their strengths and areas of interest. She uses this knowledge to plan meaningful opportunities which support children to make progress in their learning and development.
- When children start with the childminder, an effective settling-in process helps them to develop strong bonds with her. The childminder works hard to foster a culture of mutual respect. As a result, children are confident in the setting and readily share their thoughts with each other and the childminder. They listen intently to each other's contributions.
- The childminder places a strong focus on supporting children's personal development. As a result, children demonstrate exceptional social behaviours as they take turns, listen carefully to each other and demonstrate care towards each other in their play.
- The childminder recognises the impact of the COVID-19 pandemic and has changed the provision accordingly. New and adapted approaches to maintain wider social interaction enable children to build their confidence as they play alongside their peers in the local outdoor environment.
- Children engage eagerly with the activities and experiences on offer. They play with concentration for extended periods as they experiment with play dough. Children show resilience and tenacity as they work together to build a tower.

- The childminder skilfully extends children's thinking and problem-solving skills and provides opportunities for them to plan and experiment with resources. Children take pride in their achievements as they delight in pouring huge numbers of marbles down the chutes and funnels of their newly constructed marble run.
- Children move easily from one activity to another. However, on occasion, the childminder interrupts the children when engaged in their chosen activities, so they lose concentration and do not develop their play ideas fully.
- The childminder supports children's communication and language well and introduces new words to build on their vocabulary. However, the childminder does not make effective use of her good partnerships with parents to gather detailed information about children's prior learning, to ensure a fully shared approach to supporting children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding training regularly. She understands child protection issues and can recognise the signs and symptoms of possible abuse. The childminder knows what to do if she has a concern about a child or their family. She demonstrates a good understanding of the risks presented by extreme views and behaviours and how to recognise these. The childminder knows who to contact should she have any concerns. She knows what to do if an allegation was made against herself or a household member. The childminder completes effective risk assessments for routine and non-routine activities, which helps to keep children safe.

What does the setting need to do to improve?

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

- review the organisation of routines and adult-directed activities to help ensure that children can concentrate and fully develop their play ideas.
- build further on existing partnerships with parents, to ensure a more fully shared approach to children's learning.

Setting details

Unique reference number	EY446445
Local authority	Devon
Inspection number	10218313
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	5
Number of children on roll	12
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Exwick, near Exeter. Care is available on Tuesday, Wednesday, Thursday and Friday from 7.30am until 6pm, all year round.

Information about this inspection

Inspector

Flo Bessé-Jones

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed the intentions for children's learning and how she works in partnership to support children.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector reviewed written feedback from parents during the inspection and took account of their views.
- The childminder spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of those living and working on the premises.

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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