

Childminder report

Inspection date: 2 May 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive with this passionate and dedicated childminder. They have formed highly positive interactions with her and with their peers. Children settle quickly, including those who are new to the setting. The childminder plans a meticulous curriculum to ensure that children reach their full potential, with a strong emphasis on communication and language. For instance, during a woodland walk children recall their prior knowledge and identify different trees, such as a silver birch. They confidently talk about how the birch tree has its name because of the silver bark. Children use books while on their walk to identify other trees, including conifers, hazel and willow trees.

Children feel safe and comfortable to talk to the childminder about significant events, such as the loss of a pet. The childminder sensitively enables children to talk openly about their feelings. Children are highly curious and ask about a memorial bench. The childminder seamlessly connects this to those who have lost loved ones and their animals, and how these monuments help to remember them.

Children show fascination when jet planes fly overhead. The childminder provides them with plenty of time to watch and listen, and to ask any questions. They compare the jets to aeroplanes and talk about the 'vapour trail' in the sky. All children make excellent progress in their learning and development.

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

- Children are highly inquisitive and keen to explore the local area. They have excellent language skills and talk about baby animals, such as calves, foals and chicks, and observe the wild ponies and roaming sheep. They use a basket to collect natural 'treasures' and talk about 'bracken', 'lichen' and 'moss'. Children show interest in fern leaves and how they are uncurling now it is springtime. The childminder skilfully shares her exceptional knowledge with the children about different flowers. Children learn about bluebells and celandines to support their understanding of the world.
- The childminder is consistently improving her current knowledge and existing skills through frequent training. She is keen to explore cooking activities with the children, using woodland ingredients. For example, she plans to make wild-garlic butter with the children to expand their understanding of where food comes from.
- Partnerships with parents are highly effective. Parents speak very positively about the childminder and how she has provided their children with immense support, both academically and socially. Parents describe how the childminder has helped them with practical advice, such as successful weaning for their children.

- Children develop a love of stories and rhymes. The childminder skilfully uses these to support children's understanding of life cycles. Children confidently sing about 'two little caterpillars' and talk about how they live in 'chrysalides' before emerging into butterflies. The childminder extends their knowledge by encouraging children to find out that moths emerge from cocoons.
- Children show strong independence skills. They can put on their own coats and shoes, manage their personal needs and pour their own drinks. Children know how to resolve minor conflicts, such as politely talking to their peers about their wants and needs. Children's behaviour is meticulous. They have an exceptionally positive attitude to learning and are respectful to the environment and those around them.
- The childminder effectively encourages the children to develop their senses. Children talk about how granite feels cold and smooth, and they notice the intricate patterns and shades of grey within it. Children gather white stones and use the word 'quartz'. They talk to the childminder about how it glitters in the sunshine.
- Children's mathematical knowledge is strong. They identify numbers and shapes in the environment, such as on street signs, house numbers and car registration plates. Children use this knowledge in play. For example, in the role-play area children write shopping lists and use pretend money, where they add and subtract.
- The childminder provides strong opportunities for children to learn about other cultures and special events. Children begin to learn about the 'Coronation of the King' and what this means. They design their own crowns using a wide range of materials, which encourages their creative skills.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is of high priority to the childminder. Children know to buckle their seat belts to prevent them from 'falling out', and wait until the childminder says they can undo them when the car stops. On outings, children understand that stinging nettles can hurt and know not to venture too close to running water, such as streams and rivers, to ensure their safety. The childminder has an excellent understanding of all safeguarding matters. She is alert to when a child may be at risk of harm and of the relevant child protection agencies should she need to report her concerns.

Setting details

Unique reference number	EY447387
Local authority	Devon
Inspection number	10285587
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	6
Number of children on roll	11
Date of previous inspection	11 October 2017

Information about this early years setting

The childminder registered in 2012. She lives in the village of Buckland Monachorum, near Yelverton in Devon. The childminder provides care from Monday to Thursday, from 7.30am until 5.30pm, all year round. She provides free early education funding for children aged two, three and four years. The childminder has a relevant level 6 qualification.

Information about this inspection

Inspector
Joanne Steward

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 provider and has taken that into account in their evaluation of the setting.
- 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.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector spoke to children, to find out about their time at the setting.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint observation during an outdoor activity.

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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