

Childminder report

Inspection date: 14 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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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 show that they feel happy in the attentive care of the childminder. They make independent choices from a variety of toys and resources provided in this homely setting. Children thrive due to their positive interactions with the childminder. For example, children develop their creativity as they engage in imaginative play. They boldly select ingredients as they pretend to make gingerbread dough. They crack eggs, mix flour and add ginger. The childminder joins in their play and encourages the children to lie down. She pretends they are the dough. The children giggle with excitement as the childminder rolls them over one by one. She uses her hand to trace around their bodies, telling them she is cutting them out like gingerbread men.

Children know their daily routine well, which helps them to feel safe and secure. The childminder has high expectations for all children. They have opportunities to develop their physical skills as they choose songs to dance to. Children enthusiastically sway their arms as they copy actions of familiar rhymes. Younger children develop their coordination as they join in with musical instruments. They select bells to shake as they bounce up and down to the rhythm of the song. Children display excellent behaviour. They show affection for their friends by giving them a gentle cuddle. Children are forming special friendships with each other.

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

- Children have excellent opportunities to develop their communication and language skills. The childminder skilfully engages children in conversations during play that build their vocabulary. For example, children notice ice that has formed in the water tray outside. The childminder asks children what the ice feels like. They say it is 'cold' and 'wet' as they hold the ice in their hands. The childminder helps children to gain a deeper understanding of what is happening. She uses descriptive language such as 'melting' and 'slippery' as she describes the warmth from their hands melting the cold ice. Children are inquisitive learners. They demonstrate a positive attitude to learning.
- Overall, the childminder implements an effective curriculum, and children make good progress. Generally, the childminder builds on what children know and need to learn next. During adult-led activities, younger children develop their small-muscle skills. They squeeze and press their fingers into play dough as they explore the texture. However, some children are less engaged by the activity, and they quickly move away. Therefore, children miss opportunities to further develop their individual learning.
- The childminder actively supports children's physical health and well-being. Children have fresh air and exercise daily. They regularly wash their hands and understand the importance of good hygiene routines. The childminder meets

with other local childminders. Children have opportunities to mix in larger groups and develop their social skills. The childminder provides nutritious meals and encourages children to make healthy food choices. For example, children select fruit to eat at snack time. Younger children explore the texture of broccoli as the childminder prepares it for lunch. This supports children to live healthy lifestyles.

- All children are developing a love of books. Children choose stories to share with the childminder. As she reads, she changes the tone of her voice to capture children's attention. Younger children point to different characters on the page. The childminder responds by naming them 'Father Christmas'. Children respond by holding their tummies and repeating phrases like 'Ho, Ho, Ho'. The childminder takes the children to a local library group each week. This supports children effectively to develop their literacy skills.
- The childminder encourages children to learn new skills through daily routines. Children learn to recognise numbers as they confidently match a number from a chart to the same number on the childminder's calendar. Children independently chop fruit using a knife and confidently count the pieces of fruit into their bowls. The childminder praises the children for their success. This supports children's early mathematical understanding, building the foundations for future learning.
- Parents speak highly of the service the childminder provides. Parents express that they feel the childminder's setting is educational and that their children are well cared for. The childminder shares regular information with parents about their child's progress. She offers parents ideas on how to extend children's learning at home. This promotes children's continuity of care, learning and development effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a broad and secure knowledge of safeguarding issues. She keeps up to date with regular safeguarding training. The childminder understands the signs and symptoms that may indicate a child is at risk of harm or abuse. She knows the policies and procedures to follow should she have concerns about a child's welfare. The childminder completes regular paediatric first-aid training. This enables her to be confident in what action to take should a child have an accident in her care. The childminder completes regular risk assessments of her home to remove any potential hazards. She undertakes regular checks on sleeping children to ensure their safety in her home.

What does the setting need to do to improve?

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

- consider how to adapt adult-led activities to offer more challenge and interest for children, to extend learning further.

Setting details

Unique reference number	EY448899
Local authority	Devon
Inspection number	10232886
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 12
Total number of places	6
Number of children on roll	23
Date of previous inspection	6 January 2017

Information about this early years setting

The childminder registered in July 2012 and lives in Barnstaple. She operates on a Monday, Tuesday and Thursday, from 6.45am to 7.45pm, and on Wednesday, from 8am to 6.30pm, all year round. The childminder has a level 3 early years qualification.

Information about this inspection

Inspector

Hannah Williamson

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 provider.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning and development.
- The inspector took account of written feedback from parents.
- The inspector sampled key documentation provided by the childminder, including safeguarding training and first-aid certificates.

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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