

Childminder report

Inspection date: 24 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 behave beautifully. They follow the childminder's instructions readily, are extremely helpful and polite, and enjoy helping with small tasks such as tidying away the toys. The childminder supports children to manage their feelings, and teaches them to accept that everyone has different ideas and to compromise. For example, children vote to decide what they want to do next, and after she explains the outcome, they all happily go along with the majority vote. This helps children to develop excellent social skills, to enable them to get along with others. They develop very strong relationships, look after one another and play together harmoniously.

The childminder provides safe, stimulating and attractive play spaces. Children independently select what they want to play with and concentrate well on their chosen activities. The childminder has high expectations for the older children in particular. They develop very good mathematics and literacy skills such as recognising numbers, counting, identifying shapes and copying letters. All children have a positive attitude to learning and are eager to take part in activities.

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

- The childminder has a robust understanding of how children learn and provides particularly good support for the older children. She plans stimulating activities that interest and challenge the pre-school children, develop their concentration and extend their learning. The older children are very well prepared for school. Younger children enjoy exploring and investigating the resources the childminder has set out for planned activities. However, the childminder does not challenge and extend their learning as effectively as she does for the older children.
- Children are kind and form close friendships. Younger children like to join in with their older friends during activities, watching with interest and copying their actions. Pre-school children try to cheer up and soothe the younger children when they are upset by offering to share their toys and inviting them to play.
- The childminder reflects on her practice effectively and develops her knowledge and skills. She has continued to build on her already very strong partnerships with parents to provide consistent learning experiences for children at home. Parents are highly involved in their children's development. Since the last inspection, the childminder has completed a degree-level qualification. She feels that this has increased her confidence to approach different situations more calmly, which is reflected in the children's outstanding attitudes and behaviour.
- The older children are independent in their self-care. They know to wash their hands before they eat and get out the plates for snack time, slice their fruit and manage their own toileting needs without any help.
- Links with other settings are successful. The childminder liaises with them

frequently to share information about the children and uses this to inform her planning. For example, she is supporting children to understand the importance of brushing teeth, to complement their learning elsewhere.

- The childminder knows the children well and establishes close relationships with them, which helps them to feel emotionally secure. Children spontaneously give the childminder cuddles and tell her they love her.
- Babies and toddlers confidently explore the toys and make their requests known, for example by giving the childminder a book to indicate they would like her to read to them. Pre-school children recognise when they have made a mistake when counting and announce they will try it again, and independently sing nursery rhymes. They persevere at difficult tasks, such as using tweezers to pick up small items.
- Pre-school children develop good speaking skills. They learn to understand and use a broad vocabulary, ask questions and share their views. The childminder models simple language clearly for babies and toddlers, although she does not encourage them to babble and speak as often as she could.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding training up to date and has a secure knowledge and understanding of child protection. She recognises potential indicators that a child's welfare is at risk of harm and knows the action to take to keep them safe. The childminder is also aware of her responsibilities to protect children from wider safeguarding matters, such as extremist views. The childminder risk assesses her home successfully to provide a safe and secure environment for children. She implements her policies and records children's attendance, accidents and incidents in good detail as required.

What does the setting need to do to improve?

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

- provide more support and encouragement for babies and toddlers to practise their speaking skills
- review the organisation of planned activities to target the next steps in learning of the younger children more effectively, to help them make as much progress as possible.

Setting details

Unique reference number	EY453400
Local authority	Devon
Inspection number	10125769
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	29 April 2013

Information about this early years setting

The childminder registered in 2012 and lives in Torrington, Devon. She operates from 8am to 5.30am Monday to Thursday and from 8am to 12.30pm on Friday, all year round. The childminder holds a relevant degree qualification.

Information about this inspection

Inspector
Sarah Madge

Inspection activities

- The inspector viewed the available play areas and observed the children's play and interactions.
- The childminder and the inspector evaluated the quality of teaching and learning that took place during an adult-led activity.
- The views of children and parents were taken into account.
- Discussions were held between the childminder and the inspector about the childminder's procedures and the requirements of the early years foundation stage.
- A selection of documents were sampled, including the childminder's training certificates and health and safety records.

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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