

# Childminder report

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Inspection date: 3 October 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder has created a friendly and nurturing home-from-home environment for the children. Children have positive relationships with the childminder and feel happy in her care. They are confident and comfortable and, as a result, they are able to learn. They develop friendships with the other children and know how to share and be kind.

Interesting activities are readily available for the children. The childminder has a dedicated room in her home for their learning. Children have access to lots of books, puzzles, dolls and a kitchen role-play area. Outside, the children play on trikes and push-along toys. They also role play in a little house.

The children are physically active and enjoy lots of opportunities to explore the local community as the childminder takes them out to the park most days. They enjoy regular trips out to the forest, a local waterfall and a nature reserve. This develops the children's knowledge of nature and the world around them. The childminder teaches the children to learn the days of the week, seasons and numbers with the support of a wall calendar.

There is plenty of paper, pens and crayons available for the children to draw and develop their creative skills. Children can count, and they know the names of colours.

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

- The childminder has created a well-planned and ambitious curriculum which builds on what the children know and can do. For example, the childminder extended an activity to support counting skills by adding games with weight and measure for the most able children. Children concentrate and make progress. They also understand and can explain what they know. The children are well prepared for the next stage of learning.
- The childminder fosters a love of reading in the children. She read books such as 'Dig, Dig, Digger' and 'Handa's Surprise' in an interesting and engaging way. The childminder reads 'The Very Hungry Caterpillar' with a story sack of items listed in the book. Children find the correct items, such as pieces of fruit or the moon, as the story progresses. This engages the children in the story and promotes interaction and conversation skills. At all times, the childminder supports language and communication by encouraging conversations with the children. However, her questions often require one-word answers, and she does not always give the children sufficient time to respond. This inhibits the children's thinking and communication skills.
- The childminder has good links with the local schools and other pre-schools and

childminders. These relationships support learning and development in the children who attend other settings or who are moving on to primary school. It also develops children's confidence and transitions are positive. However, at times, the younger children do not receive as much focus and attention from the childminder as the older children who are preparing for primary school. Opportunities for further learning and development are sometimes missed.

- The childminder has strong relationships with parents. She shares information with parents about the children's progress and helps to support parents to extend children's learning at home. Feedback from parents is positive. They comment that the children make progress and are made to feel unique. They state that children feel happy and safe in the childminder's care.
- The childminder teaches children about British values and other cultures and the wider world. She explores various cultural celebrations with the children. They recently learned about Eid, and they will soon learn about harvest festivals and Remembrance Day. The childminder encourages and supports the children to understand and celebrate how people are similar and different. This includes children who speak English as an additional language. She has taught the children to say 'hello' in Ukrainian, to support new residents in the local community who do not speak English.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding training and knowledge. She understands how to act on concerns about the welfare of children. She makes sure that risks are managed and that children are safe. The childminder involves children in assessing risks. Children learn how to follow good hygiene practices and keep themselves safe. The childminder provides the children with guidance in keeping safe online at home and in making healthy food choices. The childminder knows how to refer allegations and has strong relationships with safeguarding leads in the local area.

## What does the setting need to do to improve?

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

- extend children's opportunities for deeper learning by supporting them to communicate further and by giving them time to think and respond
- support younger children more during activities to engage in their learning and develop their concentration.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY458147                                                                          |
| <b>Local authority</b>                             | Devon                                                                             |
| <b>Inspection number</b>                           | 10236069                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 20 February 2017                                                                  |

## Information about this early years setting

The childminder registered in 2012 and lives in Bovey Tracey, Devon. She operates all year round from 7.30am to 5.30pm, Monday to Thursday.

## Information about this inspection

### Inspector

Victoria 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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.

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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