

Childminder report

Inspection date:

23 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder and her assistants provide a warm, nurturing environment for the children in their care. Children arrive happy and settle quickly in this homely setting. They choose from an array of toys and activities on offer within the well-organised playroom. The childminder and her assistants have high expectations for all children. They provide fun, stimulating activities, which capture children's interests. For example, children excitedly engage in pretend play as they develop their mathematical skills. Children confidently count the number of wooden cakes and biscuits at the table. They use a cake slice to cut a whole cake into pieces and share them with their friends.

The children understand their daily routines very well which helps them to feel safe and secure. The childminder and her assistants are good role models to the children. They talk calmly to each other and the children. This helps children to learn how to treat each other and form friendships. Children behave well; they encourage and praise each other to find their own names and picture cards, to add to the childminder's self-registration board. Older children show younger children affection as they offer them a friendly cuddle for their success.

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

- The childminder and her assistants work well together. They plan and implement an effective curriculum which challenges children's learning. They adapt activities to focus on children's individual next steps. For example, older children excitedly explore activities that develop their small motor skills. They show high levels of concentration, as they squeeze pegs open and clip them onto coloured lollipop sticks, to make structures. Younger children slot the lollipop sticks through an opening in a plastic bottle to make a musical shaker. Children are developing a positive attitude to learning.
- The childminder supports older children to develop their listening and attention skills well. On the whole, children are making good progress with their communication and language. For example, the childminder asks the children what character they think comes next in a story. Older children call out their suggestions, in this case a cat. They wait eagerly to see if they are correct as the childminder turns the page. The childminder praises them when they are right; children smile with delight. This effectively engages older children's interest in the story. However, younger children quickly become distracted and uninterested, and they eventually move away. Younger children miss opportunities to hear new words to further develop their vocabulary.
- The childminder provides good opportunities for children to develop their independence. Children confidently take off their own shoes, use the toilet and wash their hands. The childminder plays a tidy-up song to encourage children to

put away the toys they have played with. The children enthusiastically help with tidying up when they hear the song. This supports children to develop a sense of responsibility and builds their self-confidence.

- Children enjoy being physically active. They are eager to join in activities that develop their large-muscle skills. Children choose their favourite songs to dance to. They excitedly lie still until the music starts, when they jump to their feet joining in the actions of the song. Younger children giggle as they try to copy older children bending their knees and hopping like bunnies. This builds children's self-esteem and supports their health and well-being.
- Parents speak very highly of the childminder and the service she provides. The childminder cares for younger siblings during the day and collects older children from school. Parents are complimentary about the care their children receive. They say the childminder is, 'warm' and 'welcoming'. Parents express how children are growing in confidence. They value the information they receive on their child's learning and development. Parents stated that children recently engaged in activities to promote the importance of good oral hygiene. The children received toothbrushing packs to take home. This effectively supports parents to extend children's learning at home.
- The children benefit from the good relationships the childminder has formed with the local schools. She communicates effectively with them to share information on children's progress. This promotes children's continuity of care learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of how to keep children safe. They can recognise the signs and symptoms that may indicate a child is at risk of harm or abuse. The childminder and her assistants complete regular safeguarding training to refresh their knowledge. They know the policies and procedures to follow should they have concerns about a child's welfare. The childminder and her assistants undertake regular paediatric first-aid training. This ensures they know what action to take in an emergency. The childminder completes daily risk assessments to ensure her home is clean and suitable and there are no risks to the children. This ensures the safety of the children in her care.

What does the setting need to do to improve?

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

- support younger children to engage more effectively in activities to develop their communication and language skills further.

Setting details

Unique reference number	EY466595
Local authority	Devon
Inspection number	10236249
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	18
Number of children on roll	21
Date of previous inspection	27 February 2017

Information about this early years setting

The childminder registered in 2013 and lives in Clyst St. Mary, Exeter, in Devon. She works with two assistants at her premises. They operate from Monday to Thursday, from 8am to 5.30pm. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

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 and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of teaching through observations to identify the impact on children's learning.
- The inspector had discussions with parents and read written feedback provided by parents to gain their views.
- The inspector sampled key documentation provided by the childminder, including relevant 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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