

Childminder report

Inspection date:

18 April 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in the childminder's warm and welcoming home. They form strong bonds with the childminder and enjoy interacting with her. Although children feel safe and secure, at times the childminder does not consider the impact of her behaviour management techniques on children's well-being.

Children enjoy spending time outdoors and eagerly explore resources the childminder has selected for them. They develop their balance and coordination as they climb ladders and go down slides and use small-muscle control to scoop sand into containers. Children are confident in their play and motivated to learn. They build their curiosity and knowledge of the world through regular trips to local woodlands and zoos. They benefit from opportunities to meet new children and adults on these outings and at local childminding groups. Children are confident communicators and have good social skills. Despite the lack of positive modelling from the childminder at times, children demonstrate kind behaviours and an awareness of others. For example, they share toys with other children without being asked and make sure the childminder's guinea pigs have food.

Children are highly independent. For example, toddlers learn to put on their own coats and shoes and can feed themselves using cutlery. They develop self-care skills such as washing their own hands and blowing their own noses.

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

- Although the childminder makes children think about their actions, she focuses on what children have done wrong and sometimes uses behaviour management techniques that could compromise children's well-being. This is a breach of the 'Statutory framework for the early years foundation stage'. She does not always gently guide children towards appropriate behaviours and explain why they need to do, or not do, something, in a way that supports the child's self-esteem.
- The childminder creates an ambitious curriculum for children. She knows each child well. She works closely with other settings that children attend to confirm her assessments and gain an understanding of what children are learning. She uses this information, and her knowledge of children's interests, to provide engaging activities that widen children's experiences.
- The childminder uses assessments to identify any additional needs children may have. She puts plans in place to support children and makes referrals to outside agencies. Children with special educational needs and/or disabilities are well supported and make good progress.
- The childminder develops children's communication skills well. She responds to their talk, including younger children's babbling. She repeats words back to children and models correct pronunciation to support their developing speech.

She provides opportunities for children to practise their speaking skills. For example, children join her in singing songs they know well and answer the questions she asks. The childminder teaches the signs for key words, such as 'please' and simple colours, to babies and young children. Children use these to share their ideas and respond to others and build their understanding of how to communicate.

- The childminder interweaves learning effectively. For example, she uses story times to secure children's knowledge of colours and for children to practise their counting skills. She encourages them to count their eyes and compare their feelings with characters from the book. However, she is not always consistent in displaying positive and calm reactions to children's unwanted behaviours to fully develop children's sense of self.
- Relationships with parents are good. The childminder shares information about children's learning and development through conversations, photos, diaries and phone messages. Parents comment that they are well informed about their child's progress and are complimentary about the childminder. They feel their children are cared for and that they have 'come on leaps and bounds' since starting with the childminder.
- Children learn about the wider community and people who help us. For instance, they go to local fire stations and see how they respond to emergencies. However, the childminder does not extend and consolidate children's knowledge about other cultures to fully prepare them for life in modern Britain.
- The childminder supports children's health. Children learn how to brush their teeth and know that sugary foods harm our teeth. They enjoy the healthy and nutritious foods provided. They try new foods with the childminder and learn about how to eat a balanced diet. The childminder shares recipes for meals the children have enjoyed with parents to develop children's healthy eating habits at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly refreshes and updates her safeguarding knowledge. She seeks additional training and is aware of wider issues such as radicalisation and county lines. She knows the signs and symptoms that may indicate a child is at risk of abuse. She has a strong understanding of how to keep children safe. There are robust procedures in place to support children with allergies. The childminder conducts daily walkthroughs of the premises and plans outings thoroughly to ensure they are suitable. She understands her responsibilities to keep children safe and teaches children to assess risks for themselves.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
update knowledge and understanding of appropriate behaviour management techniques to always ensure the well-being of children.	18/06/2023

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

- model appropriate reactions so children understand social rules of how they should behave and react to others
- consolidate and extend children's knowledge of other cultures to ensure they develop a secure understanding and they are better prepared for life in modern Britain.

Setting details

Unique reference number	EY468324
Local authority	Devon
Inspection number	10280316
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	2 to 7
Total number of places	5
Number of children on roll	10
Date of previous inspection	26 September 2017

Information about this early years setting

The childminder registered in 2013. She lives in Ivybridge, Devon. The childminder works Monday to Thursday from 8am to 6pm, all year round. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Martin

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 childminder.
- The inspector observed the implementation of the curriculum during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of activities with the childminder and they discussed their findings.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first-aid training and attendance registers.
- The inspector viewed and assessed the suitability of the premises.
- The inspector took account of the views of parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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