

Childminder report

Inspection date: 19 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure with the childminder and each other. They demonstrate this as they arrive happy and settle quickly. Children hang their coats up and wash their hands, so they are ready to play. The childminder has made good improvements since her last inspection. She has attended training on managing children's behaviour and building their self-esteem. The childminder is a positive role model and teaches children how to be kind and polite. For example, she shows children what to say to each other if they need something by saying 'excuse me'. Children say 'please' and 'thank you' often. The childminder praises the children for using good manners.

There is a well-designed curriculum in place that builds on what children know and can do and need to learn next. For example, the childminder identifies that younger children need more support in becoming independent. She provides opportunities for these children to practise taking their socks and shoes on and off. Children become self-sufficient and confident in their independence skills.

The childminder works in partnership with parents effectively. She communicates with them regularly and informs them about their children's next steps of development. Parents comment favourably that their children learn about emergency services and how to call 999 for example. They feel their children develop a good understanding of people who help them.

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

- Children play cooperatively. The childminder asks babies, toddlers and pre-school-aged children to tidy away the puzzles before they get the train tracks out. All of the children work together as a team to do this. The childminder plays alongside the children and shows them how to share. For example, while playing 'hide and seek' with toy animals, she asks children 'Would you like to have a go now?'. Children copy this and take turns asking each other the same and hide the toy animals.
- The childminder broadens children's knowledge and understanding of mathematical concepts effectively. She observes the children's interest in numbers and provides them with a calculator. Pre-school-aged children press numbers and tell their friends that is 'how old you are'. The childminder teaches children about size. They look at towers that are bigger or smaller. Toddlers and babies compare and decide which is the 'biggest' and which is the 'smallest'.
- All children develop their finger dexterity and make marks on an easel. They draw with pens and chalk. The childminder uses this as an opportunity to teach children about colours and shapes. Children stand by the easel and develop their upper body strength and flexibility as they make large circular movements with

their arms and draw circles. Children improve their hand-eye coordination to support their early writing skills.

- Children learn about the world around them. They go on regular walks and talk about spring. The children plant cress seeds in small pots. Although the childminder talks to the children about what they are doing, she does not always further toddler and pre-school-aged children's communication and language skills effectively. At times, these children do not have the opportunity to hear or learn new words to extend their vocabulary. For example, while children plant the seeds, the childminder speaks very quickly and asks children questions. Sometimes, the children do not hear or understand her, and they do not respond.
- The childminder supports children in finding the first letter of their name during an activity. Pre-school-aged children do this successfully. The childminder differentiates the activity for other children and provides less choice of letters. However, she does not always organise group activities in a way that motivates all children to learn and engage in sustained play. For example, some activities go on for an extended time and children struggle to focus and remain engaged.
- The childminder liaises with other settings that children attend. She shares assessment information and discusses what the children are working on next. The childminder works with other professionals. For example, children regularly meet up with other childminders in the community and participate in interactive sessions with the police and fire service. Children widen their understanding of people in society.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop toddler and pre-school-aged children's communication and language skills further so they can hear and learn new words to extend their vocabulary
- improve the organisation of group activities to motivate all children to learn and engage in sustained play.

Setting details

Unique reference number	EY468324
Local authority	Devon
Inspection number	10294133
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 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	18 April 2023

Information about this early years setting

The childminder registered in 2013 and lives in Ivybridge, Devon. She works Monday to Thursday from 8am to 6.30pm, all year round. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children communicated with the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the childminder.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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