

Childminder report

Inspection date: 20 July 2022

Overall effectiveness	Good
------------------------------	-------------

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

Children enjoy attending this welcoming and friendly childminder's home. They enthusiastically and confidently talk about the experiences they have had with the childminder, such as trips to a local park and woodland areas. Older children recall past events in detail and younger children eagerly respond using single words. All children develop strong communication and language skills.

The childminder sequences her curriculum well, planning a variety of activities that help children to make good progress. Younger children identify individual farm animals and make corresponding sounds. Older children learn about the life cycle of a butterfly through their favourite stories. They then develop this through free-choice activities, such as drawing butterflies using paint pens. Children proudly take pictures of their achievements to send to their family.

Children feel safe and secure. The childminder is warm and caring, with a cheerful disposition. She recognises when children feel tired, thirsty or hungry and promptly meets their needs. Children behave exceptionally well. Older children show kindness to their younger peers, role modelling the rules and boundaries of the setting effectively. Children play cooperatively and enjoy helping to tidy up together.

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

- The childminder has strong links with other professionals. She shares information where children attend two settings to ensure consistency in their development. During the school run, the childminder encourages older children to say 'hello' to staff. This helps children to become familiar with their future teachers and to feel emotionally secure before moving onto school.
- Children enjoy learning through traditional tales. They count how many pieces of fruit the 'hungry caterpillar' ate and enjoyed strawberry picking. Older children make shapes using play dough and cutters to make a pretend caterpillar. They confidently talk about ovals, diamonds, triangles and rectangles. The childminder encourages children to talk about how many sides each one has, to support their mathematical skills. Occasionally, the childminder does not always provide older children with more challenging opportunities to extend their overall development even further.
- Parents speak highly of the childminder and state how their children feel happy and safe, how their children make good progress and how supportive she is with the whole family. Parents comment how the childminder has a thorough understanding of children's family dynamics and how she has signposted them to various agencies for additional support, where necessary. The childminder obtains some information about children's interests from parents when they first

join. However, she does not acquire details about children's developmental levels to build on what children can already do.

- Children have good opportunities to learn about how to keep their bodies healthy. The childminder provides children with hot, nutritious meals and snacks, encouraging children to try new foods. Children talk about which foods benefit their body. For instance, children say carrots are good for them because they help them to 'see in the dark'. Children have daily experiences outside, such as in the childminder's garden or on excursions, where they develop their physical skills well.
- Through children's love of stories, the childminder plans exciting activities to keep children engaged and motivated. Children visit the zoo to see the tigers and afterwards explore lentils and pulses with toy tigers. They use play dough to create stripes and play with tea sets to recreate the story of 'The Tiger Who Came to Tea'.
- Children enjoy learning about the world around them. They talk about their visit to the aquarium and how they saw an octopus, jellyfish and specific sea creatures, such as a unicorn fish. Children link starfish to star shaped cutters, effectively connecting their experiences together.
- The childminder uses additional funding to support children's needs effectively. She has purchased resources to help children learn about their feelings and how to manage their emotions positively. Children's personal, social and emotional development is strong.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of child protection. She completes chronology forms when children sustain any injuries, either at home or in the setting, to ensure their welfare. The childminder uses the threshold tool and local safeguarding partners to identify any children that may be at risk of harm. She provides information to parents about how to keep children safe online when at home. The childminder keeps a daily register of children's attendance and is alert to any safeguarding patterns, to ensure children's welfare. The childminder ensures children's safety in her home. For instance, she holds younger children's hands when they walk up and down the stairs.

What does the setting need to do to improve?

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

- provide more challenging opportunities for older children to help extend their overall development even further
- obtain detailed information from parents about children's starting points to ensure a consistent two-way flow of information and to help build on what

children already know and can do.

Setting details

Unique reference number	EY476537
Local authority	Plymouth
Inspection number	10236351
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 9
Total number of places	5
Number of children on roll	10
Date of previous inspection	6 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in Plymouth, Devon. She offers care Monday to Thursday from 8am until 6pm, all year round, except public holidays. The childminder has a relevant childcare qualification at level 4. She offers free early education funding for children aged three and four years old.

Information about this inspection

Inspector

Joanne Steward

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 her evaluation of the provider.
- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector spoke to children during the inspection and read written statements from parents and took account of their views.
- The inspector observed the interactions with the childminder and the children.
- A joint observation was carried out with the childminder.
- The inspector looked at relevant documentation including, the childminder's suitability, her qualifications and her first-aid certificate.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022