

Childminder report

Inspection date: 8 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have a strong sense of belonging to the setting. They show they feel safe and secure. All children arrive with big smiles and wave goodbye to their parents without looking back. Children develop positive friendships with each other. The childminder teaches the children how to share and take turns. She intervenes sensitively when needed to help children learn about their big feelings and how to manage these. As a result, children play cooperatively together.

The childminder provides an ambitious curriculum that builds on what children know and need to learn next. She plans learning experiences based around children's storybooks. The childminder shares books with children to enhance their learning across the early years foundation stage. Children develop a love of books and make good progress in their early literacy skills. For example, the childminder regularly reads a well-known story about a caterpillar. Children become familiar with the story and older children tell the childminder what happens next. Babies look at the pictures from the storybook and attempt to say some key words. Toddlers and pre-school-age children play with props linked to the book and some retell the story to each other.

Parents value the regular communication from the childminder on how their children are progressing and what they have achieved. They welcome the advice she gives them on weaning, bedtime routines and potty training to further children's development at home. Parents state their children are more sociable since attending and that their children feel the setting is 'a home from home'.

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

- Children are kind. They encourage their friends to persevere. For example, toddlers tell pre-school-age children 'you can do it' while they attempt a task. During 'baby yoga', toddlers and pre-school-age children remind each other how to do the moves. Babies reach up high and stamp their feet to the beat of the music. Toddlers and pre-school-age children listen to and follow the yoga instructions. All children build on their core strength and balancing skills effectively.
- Children know the rules of routines of the setting. They are independent. Children know to take their shoes off when inside and where to put their water bottles. Toddlers and pre-school-age children know it is time to have a drink after baby yoga. Children are respectful and polite to each other. They say or use a hand sign for please and thank you. The childminder praises children for using good manners.
- The childminder helps children to learn about healthy lifestyles. At snack time, children smell different fruits and ask the childminder if they can taste a plum

and melon. Children recognise the fruit they are eating is the same as the fruit in the story they have been reading. The childminder reads the story to the children while they eat snack, and the children learn more about different foods.

- The childminder is reflective and committed to her own professional development. Following recent training on the early years, she has enhanced how she incorporates mathematics into her curriculum. Subsequently, the childminder observes children to use numbers more frequently in their play. For example, toddlers choose to jump in and out of hoops outside and confidently count from one to six on their own.
- Children are curious and motivated to play with water and pipettes in the garden. They strengthen their finger dexterity to improve their early writing skills. For example, toddlers use their pincer grip to squeeze water up into the pipettes. They fill empty bottles up with water and use both hands to squeeze the water out. Pre-school-age children develop their hand-eye coordination skills. They use spoons to scoop bubbles and foam and place it into cups.
- The children enjoy trips in the local community, including visits to the beach and the zoo. However, the childminder does not routinely build on children's knowledge and understanding of the wider world to better prepare them for life in modern Britain. Children do not consistently develop a broad enough understanding of diversity as part of their curriculum.
- The childminder teaches children how to be safe on outings. Children know the word 'red' means stop and 'green' means go when they are out of the setting. The childminder relates this to traffic lights when they go on journeys in the car. Children learn about 'stranger danger' and know to stay with the childminder and their friends.

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:

- build on children's knowledge and understanding of diversity and the wider world to better prepare them for life in modern Britain.

Setting details

Unique reference number	EY477131
Local authority	Plymouth
Inspection number	10404508
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 3
Total number of places	3
Number of children on roll	5
Date of previous inspection	16 December 2024

Information about this early years setting

The childminder registered in 2014 and lives in Plymouth. She operates as Kings and Queens Childminding. The childminder provides care from 7.30am to 4pm, Mondays to Thursdays. She holds a relevant childcare qualification at level 2. The childminder provides funded early years education.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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