Childminder report

Inspection date:	8 April 2025

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 are happy. They settle quickly and enjoy activities of their choosing. Children are supported to develop a positive attitude to learning. The childminder recognises the benefit of routines and familiarity for children in her care. She supports them to revisit experiences she knows they enjoy. The childminder provides a calm, caring environment. She responds swiftly to children's needs, and children enjoy interacting with her.

The childminder provides a curriculum that is rich and builds on what each child already knows and can do. She knows what she wants children to learn and why. The childminder has high expectations of the children. Behaviour is good. Children respond well to the childminder and happily follow her instructions. The childminder supports them to develop respect, care and understanding towards each other. If children need to share or take turns and cannot, she redirects their focus as needed. This promotes continued engagement and motivation to learn. Children enjoy many outings that support learning and development across the curriculum. Children's social skills blossom as they interact with new children at local playgroups, for example. Physical skills of balance and coordination develop as children climb and play. Confidence and resilience soar as they enjoy new experiences such as a music group.

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

- The childminder monitors children's progress effectively and shares progress reports regularly with parents. The childminder chooses next steps in learning that are appropriate for each child. This supports all children to continually progress.
- The childminder uses her knowledge of what children need to learn next and their interests well to provide well-targeted and interesting learning opportunities. For example, children gain new physical skills, extend their vocabulary and learn to solve problems when they engage in a designing and making activity to make a nest for their wind-up chick toys. The childminder demonstrates how to make the chicks move. Children persevere as they strengthen their finger control to wind the spring toy. Children giggle with glee as they succeed and their chicks waddle across the table. The childminder helps children join materials together to make their nests. She models language as she does so, saying 'over, under, over, under' as they wind tape around sticks. Children repeat the words as they continue the joining process. They exclaim, 'I did it!' as they complete their nest.
- The childminder engages in regular professional development opportunities. She selects courses that will improve the quality of her teaching and have a direct impact on the children in her care. For example, she recently took part in

training that developed her knowledge of how to adapt story-based activities for all ages of children. She uses this knowledge well to simplify the language she uses when telling stories. She provides support for the younger children to become skilled storytellers themselves and models and explains challenging vocabulary in stories for the older ones, who then use it in their own storytelling.

- Children enjoy playing independently with activities and engage with them for a long time, showing high levels of concentration. At times, the childminder interacts too often in their free play. This hinders children's ability to develop their imaginative play and make sense of the world around them as they explore their own experiences, thoughts and ideas.
- The childminder works to meet the needs of those children with special educational needs and/or disabilities. She works well with parents and other professionals. This helps children get the right support at the right time. All children access a curriculum that supports development from their starting points. The childminder follows advice and guidance from outside agencies to help children thrive. For example, she uses targeted teaching guidance from speech and language therapists to best support the communication and language skills of all children.
- Partnerships with parents are strong. The childminder keeps parents up to date with their children's learning and developmental progress. Parents appreciate the childminder's wealth of knowledge on child development. They feel the care she provides makes a real difference to their children.

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:

- give children the time and space to be more imaginative during their independent play.

Setting details

Unique reference number	EY480651
Local authority	Devon
Inspection number	10392080
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	0 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 August 2019

Information about this early years setting

The childminder registered in 2014 and lives in Kingsbridge, Devon. She operates all year round, from 8am to 5.30pm, Tuesday to Friday.

Information about this inspection

Inspector
Shirley Evel

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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