

Childminder report

Inspection date: 11 September 2019

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

The childminder is keen to improve her good-quality provision. She works well with other early years professionals to keep her knowledge up to date and implement new ideas. For example, she plans to let children take home a teddy bear during the holidays and to record their adventures together. Children will then share this in the setting and talk about which places they have visited, supporting good language skills. Children behave well and feel safe in their environment. They are supportive of one another and work cooperatively when completing jigsaws. Children persevere at activities, such as when using tweezers to pick up plastic bears, and show pride in their achievements. The childminder uses her experience to help children manage their emotions. For instance, she encourages them to identify facial expressions, such as happy, angry and sad. She talks to children about how they feel and how their actions can affect others.

The childminder has high expectations of children and ensures they have continual learning experiences through the activities she plans. Younger children enjoy placing wooden beads onto a sorting rack, developing good hand-to-eye coordination. Older children write imaginative postcards and use effective problem-solving skills to make them fit through the postbox.

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

- The childminder provides interesting activities for children to engage in and children learn the skills they need for their future success. Younger children explore shapes and older children make repeating patterns to support good mathematics skills. Occasionally, the childminder does not extend older children's learning, such as building on what they can already do, for example to challenge children to make patterns that are more difficult and to solve number problems independently.
- Partnerships with parents are effective. The childminder seeks their views and opinions through questionnaires and via electronic communication. For instance, the childminder has changed her 'photograph diaries' to include the skills children obtain during activities. Parents describe the childminder as 'professional', 'polite' and 'incredibly caring'.
- The childminder helps children to gain good communication skills. For instance, she consistently repeats words and sentences to support younger children's speaking skills. For older children, she asks thought-provoking questions, helping them to connect their ideas successfully.
- Children's care needs are recognised and attended to effectively. The childminder soothes children to sleep when they are tired and provides calming music in a cosy bedroom to help them relax.
- The childminder has developed a good understanding of how many children

within the area suffer from tooth decay. Following this, she has introduced teeth brushing after lunch within her setting to teach children how to keep their mouths healthy. The childminder also encourages children to be active and provides dance and fitness sessions and regular outings, such as to the zoo and park. This helps support their physical and emotional well-being effectively.

- Children have good levels of confidence and self-esteem. The childminder is enthusiastic and consistently provides children with plenty of praise and encouragement.
- The childminder ensures children have plenty of resources to help keep them motivated and engaged. However, at times children are unsure of and are not fully prepared for changes during the daily routine. Younger children do not always know when their nap time is approaching and older children are not sure which activity will be happening next.
- The childminder evaluates her provision well. She is in the process of developing her garden area to enable children to have more space to play physical games, such as football and team sports. This will help children develop key skills, for instance running, jumping, throwing and catching.
- Children enjoy listening to their favourite stories. Younger ones point to pictures of food within the book. Older children talk about what they have heard and link this to previous experiences, for example when they grew caterpillars into butterflies.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training, helping to keep her knowledge up to date to ensure children's welfare. She has a secure understanding of when a child may be suffering from harm and is confident to report any concerns she might have to the relevant child protection agencies. She effectively records and monitors any accidents that occur both in the setting and at home, to help minimise risk to children. The premises are safe and secure. The childminder ensures the front door remains locked and she supervises children at all times, both inside and out.

What does the setting need to do to improve?

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

- adapt and maximise learning opportunities for older children to help challenge and build on what they already know and can do
- provide strategies to help children understand what is happening next, particularly for younger ones to support their understanding of changes in routine.

Setting details

Unique reference number	EY478617
Local authority	Torbay
Inspection number	10076064
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	5
Number of children on roll	9
Date of previous inspection	23 February 2016

Information about this early years setting

The childminder registered in 2014. She lives in Paignton, Devon. The childminder provides care Tuesday to Friday from 7am to 5.30pm, all year round. She receives early education funding for children aged two, three and four. She holds a higher-level teaching assistant qualification.

Information about this inspection

Inspector

Joanne Steward

Inspection activities

- The views of children and parents were sought to gain their opinions of the childminder's setting.
- The inspector completed a joint observation with the childminder.
- There were opportunities to observe the interactions between the childminder and the children.
- The inspector discussed relevant information, such as how the childminder decides which activities to plan for children, how she safeguards them and how she evaluates her setting to benefit children.
- A range of documentation was looked at, including training certificates, evidence of the childminder's suitability and how she records children's attendance.

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 2019