

# Childminder report

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Inspection date:

24 September 2019

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children clearly enjoy the time they spend with the childminder. They feel safe and secure in the family environment that is a key part of the service the childminder offers. The childminder places great importance on building strong relationships with children. She tailors each family's settling experience to fully meet their needs, and parents highly value this. Children settle well and have strong attachments to the childminder. They seek her out for reassurance and cuddles and involve her in their play, for example asking her advice on how to build a monster. The childminder knows the children well and uses her knowledge to plan a range of interesting opportunities to develop children's learning across a wide educational programme. However, she does not make enough use of assessment to carefully plan activities that challenge children to fully extend their capabilities. Nor does she share enough information with parents and other providers to maximise consistency and extension of learning. Children behave well. They clearly know and follow the house rules. Children concentrate and show increasing perseverance in their play. For example, when building monsters, they work hard to tighten nuts and bolts to ensure parts are securely attached.

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

- The childminder does not make enough use of self-evaluation to identify aspects of her practice that could be better. As a result, she does not have a clear vision of how to improve her service or access training to support improvement. However, she has a clear view of her strengths.
- The curriculum is not ambitious enough to enable children to maximise their learning. The childminder does not use assessment precisely enough to enable her to plan activities that challenge children to make rapid progress where they can. She also misses some opportunities to extend their learning. For example, children are not encouraged to manage many aspects of their own hygiene practices or count out their own raisins. Children are not as fully prepared for their future learning as possible.
- The childminder does not make enough use of partnerships with other settings and parents to fully share information about children's development, in order to ensure that children's learning is continued and extended at all opportunities.
- The childminder places children at the centre of her day and works closely alongside them to support their play. She uses clear instructions and some demonstrations to help children achieve. For example, she encourages children to look at pictures to work out what they need to build their constructions, advises that they should 'try turning the screws the other way' and shows them how to make things work. Consequently, children make progress over time.
- Children are confident communicators and the childminder positively encourages them to share their thoughts and ideas. She supports their language with clear

explanations. She has also introduced a new technique to use five points for discussion before she asks a question, in order to encourage more conversation.

- The childminder uses the local town well to help children develop an awareness of the community. Children enjoy weekly visits to the library for song and story sessions and regular trips to the local farmers market to observe the selling of livestock.
- Children use numbers confidently. They know how old they are and are able to count up to five independently. For example, they accurately count the number of spots on each roll of the dice. They learn to use numbers within games and match a wide range of colours with effective support from the childminder.
- The childminder is a good role model. Children listen carefully and follow her lead. They say 'please' and 'thank you', often without prompt, and treat toys with care and respect.
- Children demonstrate a strong sense of security with the childminder. Parents comment that they feel very well supported by the childminder, and that the children think of her as an extended family member. Children are confident within the childminder's home. They happily decide where they want to play and what they want to play with.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a clear knowledge of signs that may indicate children are at risk of harm. She is secure in her statutory responsibility to protect children and knows how to report concerns about children's welfare. She confidently assesses risks both in the home and for outings, and takes effective action to ensure children's safety. Children are learning to keep themselves safe as they follow clear instructions when on outings and learn to cross the road with the childminder.

## **What does the setting need to do to improve?**

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

- use self-evaluation to identify areas where practice could be improved and strengthen knowledge and skills in these areas to further develop assessment, planning and teaching
- make more effective use of assessments to plan activities that challenge and enable all children to make rapid progress in their learning
- share more information about children's development with other providers and parents in order to extend and continue children's learning.

## Setting details

<b>Unique reference number</b>	104690
<b>Local authority</b>	Devon
<b>Inspection number</b>	10062509
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	9 September 2015

## Information about this early years setting

The childminder registered in 1989 and lives in South Molton, Devon. She operates Monday to Friday from 8am to 5.30pm, all year round. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jo Bighton

### Inspection activities

- The inspector spoke to parents and took account of their written views.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The childminder and the inspector reflected together on a learning experience for children.
- The inspector accompanied the childminder on an outing and observed the quality of experiences offered to children.
- The childminder showed the inspector around the areas of her home that are used by the children. They discussed how the childminder organises her setting and plans the experiences and opportunities on offer.
- The childminder provided a sample of her documentation and discussed with the inspector how she uses this in her practice.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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