

# Childminder report

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Inspection date: 12 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children have warm and secure attachments with the childminder. They feel safe in her company, enjoying plenty of cuddles and affection. The childminder observes how children react to situations, responding with enthusiasm. She joins in with children's activities such as dancing to encourage and develop their physical skills. Children squeal with delight as she playfully catches and tickles them. Children enjoy activities the childminder has planned. She has high expectations for children, reflecting well on her practice to help her tailor activities to meet children's individual needs. For example, when children show interest in throwing, she directs their focus to resources, such as pegs to throw into a basket. The childminder supports children well to make independent choices in their play and helps them achieve their goals. Children easily access and play happily with toys that capture their interest, such as cars and trucks. Children develop a positive attitude to learning. The childminder cleans toys more frequently to help keep children safe as a result of COVID-19 (coronavirus). The childminder is a good role model. She has clear boundaries in place to teach children how to behave and help keep them safe. Children climb stairs confidently and crawl backwards when coming back down. Children behave well. They have high levels of self-esteem and the childminder celebrates their achievements with enthusiasm. She encourages children to play cooperatively. For example, she supports them in sharing the ink stamps.

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

- The childminder assesses children's development accurately. She is aware of what children know and can already do, building on this to help them make good progress. For instance, she ensures children have plenty of opportunities to develop their physical skills. They develop confidence on climbing equipment and learn how to assess risks for themselves.
- Children are curious and keen to investigate the world around them. Children use their imagination well, pretending one item represents another. For example, they hold toys to their ear to use as a telephone.
- The childminder models language effectively. She has a calm disposition, repeats simple sentences and uses language and picture cards to encourage children's communication skills. However, the childminder does not support children who speak English as an additional language as well as she could, to develop their understanding and speaking further.
- Children benefit from well-resourced and inviting play areas based on their interests. For instance, children engage well when playing with water. They independently learn how to collect water in a beaker, splashing excitedly.
- Overall, partnerships with parents are effective. The childminder establishes children's starting points and works closely with parents to help children settle

quickly. However, she does not work as well as possible with parents to provide more consistency for children's personal and social needs. For example, to help children sit at the table, eat meals and manage toilet training. This hinders children's personal development. Nonetheless, the childminder is developing strategies to help children with mealtimes and care routines.

- The childminder carries out research and training to help enhance her practice. She knows when to observe children's play, so she does not distract them or interrupt their learning. She has created a cosy wigwam area where children snuggle up to relax and read books. The childminder has plans to display family photographs to provide comfort while they are settling in.
- Children gain good literacy skills. They enjoy making marks using a mechanical drawing toy and use their fingers to make holes in sand. Children have a good range of books to choose from. They enjoy listening to the childminder singing their favourite songs, such as 'teddy bears bouncing on the bed'.
- The childminder promotes good health. She encourages children to eat nutritious food and to be physically active. Children enjoy playing on the fabric swing that hangs from the ceiling, which helps to build their strength.
- Links with local schools help the childminder understand the needs of older children.
- Children enjoy learning about shape, size and space in their play. The childminder talks to them about three-dimensional (3D) shapes. Children attempt to fit these shapes into a jigsaw puzzle.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She has attended safeguarding training to keep her knowledge up to date. She recognises when a child is at risk and is aware of who to contact should she need to report her concerns. Her child protection policy also reflects this. The childminder carries out risk assessments to ensure her home is safe for children. She recognises that her garden is not suitable for children to use at present due to a fallen tree, so she risk assesses and plans other exciting outdoor adventures instead.

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

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

- provide opportunities for children who speak English as an additional language to hear and practise speaking in both languages, to develop their speaking further
- establish stronger links with parents from the start to identify children's home routines, to enable greater consistency for their care needs at the setting.

## Setting details

<b>Unique reference number</b>	2501285
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10191667
<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 at time of inspection</b>	1 to 7
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in Torquay, Devon. The childminder offers care Monday to Friday, from 8.30am to 5.30pm, all year round.

## Information about this inspection

### Inspector

Joanne Steward

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together. The inspector found out how the childminder assesses what children can already do and how she plans to support children's development.
- The inspector engaged with children during the inspection and read written questionnaires from parents to gain their views of the provision.
- A joint observation was carried out with the childminder to ascertain the quality of teaching.
- Various documentation was sampled, including the childminder's suitability, validity of her paediatric first-aid qualification and her public liability insurance.

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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