

Childminder report

Inspection date: 7 July 2021

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

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting very happy. They enjoy strong friendships and are eager to play together. The childminder knows the children very well and warmly welcomes them in. Children eagerly engage in conversation at the table at breakfast and consistently use good manners, including 'please' and 'thank you'. They talk about going to the doctor, how big and how old they are. The childminder supports children's communication and language skills by asking them to recall their recent experiences at the doctor. The children talk about themselves and their family and develop an understanding of what makes them unique.

Children are highly imaginative. They use loose natural items to symbolise real objects and create a pretend stream in the playroom. Children talk about getting their feet wet as they walk through the stream. The childminder supports their inventiveness and plays alongside them.

Parents speak highly of the adventure children have at the setting. They comment positively on the balance of creativity and physical development. Although parents do not enter the setting due to the COVID-19 (coronavirus) pandemic, they enjoy looking at photos online. Children benefit from individual settling-in sessions and parents praise the emotional security the childminder provides.

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

- Children take the lead in their play and show positive attitudes to learning. They spend prolonged periods sorting and organising play food in the role play kitchen. They develop their small-muscle skills by picking up items with tweezers and placing them in a basket. Children learn new words such as 'cucumber' and 'avocado' and repeat them while they play.
- The childminder supports children's curiosity. Children pour water from shell to shell in a water tray and investigate how water is leaking from some shells and not others. The childminder skilfully extends children's thinking by adding sand to see what happens next.
- Children learn about length and number as they propel cars through tubes of different lengths. They count how many they have and race them together after they say 'ready, steady, go'. The children learn about colour as they describe the difference between the cars. The childminder promotes good listening skills by gaining the children's attention before they race. She asks for one more or one less car, which expands the children's mathematical vocabulary. Children encounter challenges in their play, such as a car that will not fit in the tube, but the childminder does not encourage them to try and solve the problem for themselves.
- Children's physical development is well supported in the garden. They run to

catch bubbles and chase each other around the slide. They enjoy age-appropriate challenge by climbing up steps to the tree house and sliding back down with squeals of delight. The childminder teaches children to 'have a go', which boosts their confidence and self-esteem.

- The childminder has a calm nature. She reminds children to use 'kind hands' and helps them with their emotions if they become overwhelmed. The daily routine reflects what the children need that day to enhance their well-being. The childminder sings songs with the children often and she acknowledges positive behaviour with praise and smiles.
- Children read books independently and enjoy story time altogether. They remember parts of a well-known story with a thunderstorm and retell it. The childminder sends story sacks home to continue the children's interest in books at home, supporting their literacy skills further.
- The childminder exposes children to culture from around the world. Children listen to stories about festivals, use a wok and chopsticks in the role play area and dress up in Egyptian dresses. The childminder helps children who speak English as an additional language to communicate by referring to a picture dictionary, to help their understanding.
- Children who need additional help are well supported. The childminder identifies and implements additional arrangements and seeks professional advice when required. She knows what the children's next steps of development are, although she does not consistently share these with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular training on how to keep children safe so that she can act appropriately if a child is at risk of harm. She is confident in seeking external support from other agencies if needed. The childminder has a current paediatric first-aid certificate, so she can deal with minor injuries or accidents. She risk assesses her environment daily and ensures evacuation points are kept clear in the event of an emergency. The childminder regularly reviews the arrangements for school drop-offs and trips to the local area, to ensure hazards are minimised.

What does the setting need to do to improve?

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

- plan and organise ways for children to problem-solve independently during their play
- develop ways to communicate the next steps in children's learning to parents consistently.

Setting details

Unique reference number	EY554060
Local authority	Torbay
Inspection number	10174443
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	2 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Brixham, near Paignton in Torbay. She offers care on a Monday, Wednesday, Thursday and Friday from 8am to 5.30pm, all year round.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector carried out a learning walk of the provision to discuss the curriculum on offer.
- The inspector spoke to the children throughout the day and looked at written feedback from parents to gain their views on the setting.
- The inspector carried out a joint observation with the childminder to discuss the quality of her teaching.
- Documentation was sampled, including the childminder's paediatric first-aid certificate and the suitability checks of the childminder and other household members.

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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