

Childminder report

Inspection date: 12 January 2022

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

Babies and children are very happy and content in the childminder's care. On arrival, they settle extremely quickly in the homely environment. The childminder has a warm and caring nature with all children. They develop secure attachments and enjoy cuddles and reassurance from the childminder as needed. The childminder prioritises children's emotional well-being. She offers extended settling-in periods and caters for babies' individual care needs and routines.

Children have access to a playroom with a wide range of resources. They enjoy independently choosing toys and activities to play with. The childminder lends resources to families so that parents can support children's next steps at home. Children learn to play together and they share and take turns from a young age. The childminder builds children's self-esteem and encourages them to think about what makes them unique. They learn about the importance of staying healthy, for example by eating healthily and practising good hygiene, such as handwashing.

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

- The childminder uses adult-led activities well to enable her to cater for the differing ages of children. For example, younger children develop their small-muscle skills by hanging wooden rings on 'mug trees', while older children match coloured wooden rings to painted 'mug trees'. However, during child-led play, older children are not fully challenged. Therefore, they do not learn as much as they could.
- The childminder observes and assesses children's learning effectively. She monitors children's progress over time and plans for the next steps in their learning. Although children make good progress, their next steps are not always sequenced to build on their prior knowledge and skills to move their learning on further.
- The childminder supports children's communication and language skills effectively. She encourages babies to vocalise and make animal noises. For older children, she builds on their vocabulary by introducing the names of different types of animals and discussing their features. For example, children learn that leopards have spots. She carefully weaves mathematical language into play, including counting, colours and shape names.
- Children behave exceptionally well. They demonstrate good self-control and are kind towards each other. The childminder encourages children by praising them for working together, such as when building towers.
- The childminder provides opportunities to help children to develop their independence. For example, babies feed themselves fruit, and older children help to tidy away resources when they have finished. All children enjoy finding their name on arrival to self-register.

- Children learn about diversity and communities from around the world. The childminder plans activities to help children to appreciate different cultural backgrounds. For example, they learn about a range of celebrations and festivals and enjoy trying foods from around the world. The childminder encourages parents to try these recipes at home with their children.
- The childminder has effective partnerships with parents. Parents comment on how well their children thrive in the childminder's care. They praise the communication they receive from the childminder. They all appreciate the advice she gives them about how they can support their child's learning at home.
- The childminder works well with external agencies to support children's individual needs. For example, she follows recommendations from speech therapists to help close gaps in children's learning.
- The childminder continually reflects on her practice. She is passionate about completing relevant training linked to the needs of the children in her care. She regularly gives parents the opportunity to provide feedback so that she can improve her practice even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of how to keep children safe. She knows the correct procedures to follow and who to contact if she has concerns about children's welfare. During the COVID-19 pandemic, the childminder has kept in regular contact with families to ensure that there are no safeguarding concerns. The childminder identifies hazards in her home and has risk assessments in place to ensure that the environment is safe. She encourages children to learn to take risks for themselves. For example, they safely manage going up and down stairs on their own.

What does the setting need to do to improve?

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

- enhance opportunities to challenge older children in their play, to help them achieve as much as they can
- sequence the curriculum more precisely to ensure that children's next steps for learning are fully identified and planned for.

Setting details

Unique reference number	EY446189
Local authority	Devon
Inspection number	10075167
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	15 June 2016

Information about this early years setting

The childminder registered in 2012 and lives in Torrington, Devon. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays. The childminder provides funded early years education for two-, three- and four-year-old children. She has a relevant childcare qualification at level 2.

Information about this inspection

Inspector

Amy Fedrick

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector through discussion and written feedback.
- 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.

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 2022