

Childminder report

Inspection date: 6 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are safe and secure. They have warm and trusting attachments with the childminder and each other. The childminder is calm and attentive to the children and she reinforces the behaviour expectations consistently. As a result, children are very well behaved. Children have positive attitudes to learning and they enjoy the wide range of activities the childminder provides. They have frequent opportunities to explore the natural world as the childminder takes them to the local beaches and woods. They also attend toddler groups and the library with the childminder. This supports them to socialise with other children and helps develop their confidence.

The childminder has high expectations of all children and she supports them well, including those with special educational needs and/or disabilities (SEND), to make good progress in their learning and development. This helps prepare children with the necessary skills and knowledge for later learning. Due to the COVID-19 pandemic, parents drop off and collect children at the front door. However, the childminder effectively communicates with parents to inform them of their child's progress and day. For example, she sends them regular updates, photographs and ideas for how to support their children at home.

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

- Children enjoy stories that the childminder reads to them. She encourages them to predict what they think will happen next. They develop a keen interest in books and talk about the pictures, using a wide range of new vocabulary such as fossils and urchins. When children need additional support to develop their speech and language, the childminder uses effective strategies with them. As a result, children become confident speakers and use language very well to talk about their ideas.
- Children develop a good understanding of numbers as the childminder encourages them to solve number problems in their play. For example, they pretend to serve customers in a café and discuss how many plates they will need.
- The childminder supports children to be safe and healthy. She provides them with a balanced diet and ensures regular handwashing. Children are given consistent messages about screen time and encouraged to be physically active. They are able to use suitable equipment to develop control and coordination in their movement. For example, when they visit the childminder's beach hut, they have access to tricycles and scooters. Inside the setting, they are given ample opportunities to practise their fine-motor skills as they thread spaghetti through a colander for instance.
- Babies' personal needs are met well and the childminder ensures they have

supportive routines. Older children are becoming increasingly independent in taking care of themselves. They use the toilet and put on their own shoes and coats to go outside.

- The childminder is knowledgeable about how children learn and she makes good use of assessment to identify what children know and can do. She follows children's interests when planning activities, which children participate in. However, on occasion, the activities for older children are not challenging enough to help them develop detailed knowledge and skills.
- Children with SEND are very well supported by the childminder who works in partnership with other professionals to ensure that children get the additional help they need to make progress. Parents speak highly of the childminder and her dedication. They value the support she gives them in accessing additional services for their children when they need it.
- The childminder also develops good relationships with other providers who care for the children and she shares information about children's learning and their next steps. This supports children to be ready for school.
- Children learn to use good manners in the childminder's home. She supports children to understand diversity in an age-appropriate way and she teaches them to be respectful of the wide range of people who live in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. The childminder has attended training to ensure her child protection knowledge is up to date. She knows the signs that may indicate a child is at risk of harm. She understands how to identify and report concerns about a child's welfare. She is aware of how to respond in the event of an allegation about her. The childminder has attended first-aid training and carries out risk assessments to identify and remove any potential hazards for children. This helps to keep children safe.

What does the setting need to do to improve?

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

- ensure that planned activities are suitably challenging enough for the children to help them make the best possible progress in their learning and development.

Setting details

Unique reference number	EY561917
Local authority	Torbay
Inspection number	10191003
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	1 to 7
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Paignton, Torbay. She offers care for children from 8am to 5pm, Wednesday to Friday, all year round. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Den Russell

Inspection activities

- This was the first routine inspection of the childminder since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation of the childminder.
- The childminder and the inspector had a learning walk of the areas used by the children and discussed the setting's aims.
- The childminder spoke to the inspector at convenient times during the inspection about how she manages her provision.
- The inspector observed the quality of teaching and discussed the childminder's teaching practice.
- The inspector talked to parents, in order to obtain their views on the service the childminder provides.

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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