

# Childminder report

---

Inspection date: 16 February 2022

<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	Good
--	------

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

### **The provision is good**

Children feel safe, secure and happy at the setting and settle in quickly. They form strong attachments with the warm and caring childminder and show their affection for her, for example when they eagerly ask her to play with them. Children behave well and learn to use good manners. They wait patiently for their turn to play with toys and say 'you're welcome' to the childminder when she thanks them for helping her.

Children receive effective support from the childminder to help them engage in activities that build on what they know and can do. They benefit from attractive play areas in the childminder's home that capture their attention and motivate them to explore. Children become absorbed in their learning as they play with toys and resources that spark their interest and curiosity. For example, they excitedly help to make play dough and predict what might happen when they add different colours. Children concentrate well when they roll the dough as they develop control and coordination using their hands and fingers, and talk imaginatively about what they make with it. Children demonstrate good communication skills. They join in singing nursery rhymes and talk excitedly about the pictures in books the childminder reads to them.

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

- The childminder accurately assesses children's learning and uses this information to support them to make good progress. She is clear about what she wants children to learn and develop. However, at times, the childminder does not focus on each child's next steps in learning as effectively as she could, to build further on what they know and can do and help them make even more progress.
- The childminder plans a curriculum that focuses on developing children's skills and confidence, which prepares them well for later learning. In particular, she provides good support to help children manage tasks independently and confidently. With the childminder's encouragement, young children learn to pour their own drinks with care, use the toilet by themselves and put on their shoes and coat.
- The childminder knows each child well and is sensitive and responsive to their individual needs. For example, she uses children's interests in particular toys to distract and engage them when they start to become upset. The childminder is a positive role model of kindness and respect. For example, she asks children for their permission to check and change their nappies.
- The childminder supports children's development of communication and language effectively. She models the pronunciation of sounds clearly and teaches children new words. For example, when children explore how to manipulate play dough, the childminder explains that 'kneading' means to

'squeeze, stretch and poke it'. Children express their thoughts and ideas clearly and confidently. At times, the childminder does not encourage the younger and less confident children to practise their speaking skills as successfully as she does for other children.

- Children are kind and friendly. They share the toys and resources and play well together. For example, children sit on the floor and push toy cars between themselves, and they all excitedly get involved in a game of throwing and catching a balloon.
- The childminder works closely with parents to help her meet children's individual needs. She keeps them informed about their children's achievements and next steps in learning, and invites them to share what they do at home with children. Parents are very complimentary about the secure relationships they and their children have with the childminder and the good progress their children have made. However, the childminder does not share and exchange information with other settings attended by children, to enable greater consistency in their learning.
- The childminder identifies when children might need additional help and works in close partnership with parents and other professionals. She makes use of professional development opportunities to strengthen her knowledge and skills. For example, the childminder has learned to use signing to support children's communication skills. This helps her to provide individual support for children with special educational needs and/or disabilities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training regularly to keep her knowledge up to date. She knows the signs that may indicate a child might be at risk of harm and what to do if she has a concern about a child's welfare. The childminder understands how to identify and report wider safeguarding matters, such as extremist views. She conducts effective risk assessments to protect children from significant hazards and to ensure her home is safe and secure. For example, the childminder slices fruit into smaller pieces to remove the risk of choking.

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

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

- develop the curriculum planning and support provided for each child to target their next steps in learning more precisely and consistently
- provide more support and encouragement for the younger and less confident children to develop their speaking skills further
- establish links with other settings attended by children to exchange important information, including about children's learning and development.

## Setting details

<b>Unique reference number</b>	EY343537
<b>Local authority</b>	Devon
<b>Inspection number</b>	10073788
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	22 January 2016

## Information about this early years setting

The childminder registered in 2006 and lives in Holsworthy, Devon. She offers care to children each weekday from 7.45am to 5pm, all year round.

## Information about this inspection

**Inspector**  
Sarah Madge

### 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 spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children, and joined in with children's play.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector carried out a joint observation to reflect on children's learning following a planned activity.
- The childminder spoke with the inspector about the procedures and day-to-day running of the setting.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022