

Childminder report

Inspection date: 9 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, secure and play well together. They choose which activities to take part in, so they are motivated and concentrate well on their chosen activities. For example, older children enthusiastically describe how they are drawing a volcano, with bubbling hot red lava coming out. They show how they are making the clouds black because it is a storm. The childminder makes good use of routines to support children's development. For example, at snack time she engages children in discussions. She helps young children to peel a satsuma and challenges older children with counting how many segments they have and the total every time they eat one. Young children learn colours and help to tidy up and clean. Children eagerly join in with singing the days of the week and discussing the weather.

Parents no longer enter the premises as they did before the COVID-19 pandemic. However, their views about the childminder are extremely positive. They have nothing but praise for her compassion, her support for children's development and her sharing of information. Parents particularly mention her help with potty training and with enabling children to gain confidence and empathy for others after the national lockdowns.

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

- The childminder has a good understanding of what children can already do and what they need to learn next. She plans activities, knowing how to support each child's individual next stages of development. She observes to see how children use the resources and then provides good interaction to support them. For example, as young children build with bricks, the childminder helps them to find out what will fit under their bridge. This supports their mathematical development and their understanding of prepositions successfully.
- Children become confident communicators. The childminder extends their vocabulary well, for example by explaining the meaning of solid and helping them to recognise the difference between metal, wood and plastic. The childminder asks good open-ended questions. However, on occasions she answers her own questions too quickly, not giving young children time to think and respond.
- Children concentrate well in whole-group activities. The childminder reads to children and they engage well, eager to take their turn with lifting flaps and revealing what is underneath. Later, they engage with each other to act out the story. Children enjoy singing, and even the youngest join in with the actions. However, although the childminder asks each child what they would like to sing, she does not provide the means for children with limited language skills to make a choice.

- The childminder supports children's independence effectively. Older children manage their personal needs, and young children soon start using the potty. All children confidently roll up their sleeves and wash their hands after using the toilet and before eating. The childminder helps children to gain a good understanding of healthy practices. She takes children out daily for walks, and they rest and sleep according to their needs. Children know why they should eat healthy foods.
- Children have strong relationships with the childminder and each other. They share and take turns. Older children show empathy when younger children are accidentally hurt. Children behave well and understand the childminder's expectations, such as helping to tidy up. Children develop a very positive attitude to each other's differences and their own uniqueness. They celebrate children's different cultures. The childminder provides good support for children learning English as an additional language.
- The childminder continues to attend training and extend her knowledge and skills. She has been proactive in organising training in dental care, following the changes to the early years foundation stage. She evaluates her practice, seeking parents' and children's views. For example, she invited a parent to join her and the children on the walk to school so they could observe how she manages it safely. The childminder is currently making changes to her back garden to extend children's experiences further. The childminder's partnerships with parents and other providers that the children attend are effective. They work particularly well together to narrow any gaps in children's development quickly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities regarding all aspects of safeguarding children. She knows what to do if she has concerns and takes appropriate action to protect children from harm. She keeps her training up to date and speaks with parents about online safety. The childminder carries out good risk assessments and organises outings with another childminder so that they can supervise children effectively. The childminder provides good support for children to manage appropriate risk for themselves, such as crossing the road safely.

What does the setting need to do to improve?

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

- give young children enough time to think and respond to questions
- help children with limited language skills to make choices in group activities, such as song time.

Setting details

Unique reference number	161714
Local authority	Devon
Inspection number	10062526
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	15 October 2015

Information about this early years setting

The childminder registered in 2001 and provides care from Monday to Thursday, all year round. She lives in the Beacon Heath area of Exeter, in Devon. The childminder holds an appropriate early years qualification at level 3. She receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Elaine Douglas

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 led the inspector on a learning walk around the provision and discussed the early years curriculum.
- The inspector observed activities and the quality of education being provided indoors and assessed the impact that this was having on children's development.
- The childminder and the inspector carried out a joint observation of a planned activity.
- The inspector spoke with parents, took account of letters that parents left for the inspection and spoke with the children.
- The inspector spoke with the childminder at convenient times, sampled documents and assessed safeguarding practices.

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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