

Childminder report

Inspection date: 8 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children settle quickly and are happy to explore the exciting environment. For example, they immediately use their imaginations in role play. The childminder joins in, extending their ideas and learning. For example, she encourages counting, using money, noticing shapes and recognising numbers. She introduces mathematical vocabulary, such as 'massive' and 'huge'. Resources from previous activities prompt children to remember how they use them and reinforce their understanding, such as using binoculars to look for birds. As children explore, the childminder encourages them to develop their skills. For example, they move water using pipettes, match and replace lids to containers and use squirt bottles. This also strengthens their hands ready for forming letters in their names. The childminder helps children to notice cause and effect, such as how they do not need to blow bubbles because the wind is doing it for them.

The childminder provides excellent support for children to become independent learners. For example, she sets up an activity, but children use the resources in their own way first. Children collect the items they need for snack, selecting plates and cups from the cupboard. They put on their boots and coats and quickly learn to manage zips and buttons. The childminder provides children with rich experiences, including opportunities for outdoor play, and children have an excellent understanding of healthy practices.

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

- Children make good progress because the childminder gets to know them well as soon as they start at her setting. She continually observes their achievements, which enables her to plan her environment very effectively to motivate children's learning and support their next stages of development successfully.
- The childminder provides good support for children's language skills. She engages in their play, adding vocabulary, encouraging discussions and using photos to help them to recall their past experiences. Children sing songs and listen well to stories. However, the childminder does not always support younger children to understand that they need to listen to others and take turns when speaking.
- Children are proud of their achievements. They learn to manage their emotions and behave appropriately because the childminder has high expectations and is a good role model. She is calm and kind, and children have good relationships with her. The childminder acknowledges children's feelings. For example, she says, 'I can see that upsets you' and helps them to think of ways to resolve any conflict.
- The childminder provides exceptional, sensitive support for children to feel

emotionally secure, which underpins their ability to learn. For example, she encourages less-confident children to be involved in activities from the security of her lap. As their confidence grows, they become more and more engrossed and inquisitive, until they take a fully active role. Children develop a highly positive awareness of their own uniqueness and other people's differences.

- Partnerships to support children's welfare and development are strong. The childminder identifies where children may need additional support and works well with parents, other providers and outside agencies to help narrow any gaps in children's development.
- Parents are very positive about the childminder and her provision. They appreciate the settling-in procedures which are individual according to parents' and children's needs. For example, she provides home visits and gets to know children in their own environment first. Parents confirm how well the childminder shares good information to meet children's needs successfully and enable them to support their children's learning at home.
- The childminder continues to attend training and keep her knowledge up to date to benefit children's education, such as science in the early years. She seeks parents' and children's feedback to know where to make improvements. For example, she intends to start parents' evenings again, as suggested. She is currently working on her garden to provide an even better outdoor environment. However, she sometimes misses ways to deepen children's learning when evaluating activities, such as helping children to make predictions and test their ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding children. She knows the signs to be aware of and the procedures to follow should she consider a child to be at risk of harm. She has good knowledge of the wider aspects of safeguarding, such as radicalisation. The childminder knows how to assess risks so that children can play in a safe environment, on and off the premises. Children develop a strong understanding of managing appropriate risks for themselves. For example, they run down a plank and stop if they meet in the middle. They go out on balance bicycles and scooters, where they listen to the childminder's instructions and learn about road safety.

What does the setting need to do to improve?

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

- support children further to actively listen to each other and take turns when talking
- evaluate activities more accurately to challenge children further, with particular

regard to them making predication and testing their ideas.

Setting details

Unique reference number	EY403247
Local authority	Devon
Inspection number	10125695
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 12
Total number of places	5
Number of children on roll	10
Date of previous inspection	23 June 2015

Information about this early years setting

The childminder registered in 2009 and lives in the village of Bradninch, Devon. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder can provide overnight care if required. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

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 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 outdoors, and assessed the impact on children's development.
- The childminder and the inspector carried out a joint observation of a planned activity.
- The inspector took account of the letters parents left for the inspection and spoke with the children.
- The inspector spoke with the childminder at convenient times, sampled documentation 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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