

Childminder report

Inspection date:

15 March 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this warm, safe and nurturing setting. The childminder knows children exceptionally well. She plans a high-quality curriculum to meet their individual needs and interests. Children observe live caterpillars using magnifying glasses and have detailed discussions with the childminder about the life cycle of a butterfly. Children use a range of materials to create a 'butterfly'. Younger children enjoy feeling the texture of paint on their hands and the childminder role models words, such as 'squidgy' and 'slimy' to describe it. Older children learn new vocabulary, such as 'pastels' and 'neon' to describe colours and independently mix paint together to form different shades. The childminder teaches children about 'symmetry'. Children demonstrate high levels of perseverance as they fold their butterfly picture in half and show delight with their symmetrical patterns.

Children's behaviour is impeccable. They treat each other with the utmost respect and show care and kindness to one another. When younger children are keen to join in play, their older peers welcome them warmly. They guide them gently to help them achieve a task, such as placing puzzle pieces into the correct place. All children work exceptionally well together as a team. For instance, they help one another to count how many stickers they have, using a number name for each one.

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

- Partnerships with parents are excellent. The childminder obtains an extensive range of information from parents about their children when they first start. She uses this to ensure children's emotional needs are effectively met. As a result, children settle exceptionally well. Parents comment that they trust the childminder implicitly and how her knowledge and experience are extensive. Specific 'learning books' go home with the children so parents can use the information and ideas in these to continue supporting children's brilliant progress.
- Children have an excellent understanding of healthy lifestyles. The childminder discusses how 'sweet foods taste nice on the tongue but too much is not good for your tummy'. She superbly links this to a well-known story where the caterpillar consumes too much food resulting in a stomach ache.
- The childminder is passionate about improving her knowledge to benefit children. She has researched ways to broaden children's ideas and attitudes. She has particularly focused on assumptions in society that could be detrimental to children's well-being, such as gender stereotyping and identifying people and things as 'perfect'. The childminder is keen to ensure children have their own strong identities.
- The childminder has a calm and gentle disposition. She warmly cuddles younger children into her while making good eye contact when bottle feeding. During

nappy changes, the childminder sings songs and younger children babble happily in response. Older children join in as they play on unique musical instruments, such as an accordion. Children's well-being is effectively supported as well as their confidence and communication.

- Children have excellent opportunities to be outdoors and visits places in the area. Children visit galleries, museums, woodland areas and local parks. The childminder ensures children learn about other cultures and the similarities between themselves and others, both in the community and further afield. Children learn that in Asia, families eat their meals while seated on the floor. At lunchtime, children practise this and recall past experiences.
- The childminder incorporates mathematics very well into activities. Children learn about different-sized paintbrushes and how the marks created will differ depending on the brush size. She talks to children about 'tapered edges' and children enjoy painting 'leaves' for the 'caterpillar' to eat.
- Children invent creative ways to form initial letters of their names. They tear off pieces of masking tape, manipulating and sticking it to the floor to make letters. Older children ensure they make letters for their younger peers so they 'don't feel left out'. The childminder skilfully talks to children about the differences between capital and lower-case letters, brilliantly supporting their literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's premises are secure. Closed-circuit television cameras ensure children's safety is vigilantly monitored. The childminder teaches children how to keep themselves safe. She encourages them to look for risks when out and uses the NSPCC 'dinosaur advocate' to ensure children understand that their body belongs to them. The childminder has an exceptionally strong understanding of child protection, including knowledge around how issues, such as extreme behaviours, county lines and female genital mutilation can affect young children and their families. She is attentive in looking out for potential signs of when a child may be at risk of harm and knows who to contact if necessary.

Setting details

Unique reference number	506170
Local authority	Torbay
Inspection number	10072945
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	2 February 2016

Information about this early years setting

The childminder registered in 1997 and lives in Paignton, Devon. She offers care on Monday and Wednesday from 9am to 5.30pm and on Tuesday from 8am until 5.30pm, all year round, except public holidays. The childminder has a relevant childcare qualification to level 3. She provides free early education funding for children aged three and four years.

Information about this inspection

Inspector

Joanne Steward

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 her evaluation of the provider.
- The inspector and the childminder completed a learning walk and discussed the curriculum and intentions for children's learning.
- The inspector carried out a joint observation of a group activity.
- Parents' and children's views were sought about how they view the childminder's provision.
- The childminder provided the inspector with a sample of key documentation upon 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.

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