

# Childminder report

---

Inspection date: 17 March 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	Met
--	-----

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

### **The provision is good**

The caring and nurturing childminder provides a setting where children feel emotionally secure. Children readily go to the childminder for cuddles and reassurance. Even very new children have formed strong bonds and attachments with her. Children are happy and settled. The childminder provides good support for children's developing communication skills. She talks to children as they play, introduces new words and models language well. This helps children to build the vocabulary they need to express their thoughts and ideas. The childminder naturally interacts with children and extends their learning through play. She weaves what children need to learn next into what children choose to play with. For instance, as toddlers take bricks from a box, she helps them learn about colours and shapes. Children show good levels of persistence as they build towers with the bricks.

Children's behaviour is good. The childminder consistently praises children. This helps them to build a strong level of self-esteem and confidence in their abilities. Children demonstrate positive attitudes towards their learning. They benefit from exercise, fresh air and physical play, such as kicking balls, running and bouncing on a large trampoline. This supports their growing coordination skills well.

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

- The childminder has not maintained an up-to-date paediatric first-aid qualification due to the COVID-19 pandemic, which is a breach of requirements. However, there is no impact on children as the childminder has a strong knowledge of the individual care needs of the children and meets their healthcare requirements. She has attended previous training that enables her to administer specific medications where needed. The childminder has close contact with health professionals and knows how to respond in an emergency.
- The childminder plans an ambitious curriculum using the children's interests. She gathers information when children first start, to carefully plan for their future learning. The childminder makes regular and accurate observations of children's development. Children, including those with special educational needs and/or disabilities (SEND) make good progress from their starting points.
- The childminder uses the local environment to provide new and exciting experiences for children. They learn to respect and care for animals through a range of stimulating activities. For example, children thoroughly enjoy observing fish in the local river and bottle feeding the lambs on the childminder's farm.
- The childminder evaluates her practice well and implements new ideas to improve outcomes for children. For example, the childminder has created a sensory room. Toddlers marvel at the changing lights, fascinated by the moving glitter inside the balls. Children concentrate well as they accurately throw

textured balls at their chosen target. With the childminder's sensitive support, children learn to self-regulate their behaviour in this calming room.

- The care, education and support the childminder provides for children with SEND and their families is a real strength. She attends meetings with parents to support them, such as liaising with healthcare professionals. The childminder works confidently with specialist services and follows their advice. Since the last inspection, the childminder has installed a 'basket swing' for children with SEND so they can relax and enjoy the calming motion of swinging.
- The childminder works in close partnership with parents. Parents comment that they do not know where they would be without her support and that she is 'amazing.' The childminder shares with parents how their child is progressing and gives ideas to them about how they can further support their child's development. For example, she lends resources to parents that children particularly enjoy so they can continue their learning at home. The childminder however, does not consistently maintain close links with other settings attended by children, to exchange information and further support children's progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that may indicate a child is at risk of harm. The childminder understands the procedures to follow if she has any concerns about a child's welfare. She attends relevant training to keep updated with wider safeguarding issues, such as child radicalisation. The childminder has a fully equipped first-aid box, fire extinguishers and fire blankets. Children practise emergency evacuation procedures regularly with the childminder. This helps them to know how to respond in the event of a real emergency, ensuring their safety.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
maintain an appropriate first-aid qualification.	15/04/2022

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

- strengthen the partnership with other providers that children attend, in order to secure high-quality exchanges of information that support the best outcomes for children.

## Setting details

<b>Unique reference number</b>	EY457838
<b>Local authority</b>	Devon
<b>Inspection number</b>	10144080
<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 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	20 January 2016

## Information about this early years setting

The childminder registered in 2013. She lives in Ottery St Mary, Devon and works occasionally with assistants. The childminder works every week day from 8am to 6pm, all year round. She also provides overnight care. The childminder holds a qualification at level 3. Her two assistants are unqualified. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Petra Morgan

### 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 childminder spoke to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector took account of the written views of parents.
- The inspector looked at relevant documentation, including the suitability of household members and public liability insurance.

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