

# Childminder report

---

Inspection date: 8 June 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 are very happy and settled in the home-from-home environment. The childminder and her assistant have warm positive relationships with the children. The childminder provides a stimulating and nurturing environment, both indoors and outdoors. Children show that they clearly feel safe in the childminder's and her assistant's care. They benefit from familiar routines from an early age. They enjoy learning about healthy eating and the importance of good oral health through snack and lunchtimes. The childminder encourages children to play games about healthy eating and discuss why some foods are better for them than others. Children have opportunities to try new foods and are rewarded with healthy eating certificates. Consequently, parents report that children eat a wider range of foods at home.

The childminder and her assistant have high expectations of all children. Children display positive behaviour and are encouraged to use good manners. The childminder teaches children about equality and diversity in age-appropriate ways. Children learn about similarities and differences between themselves and others, and discuss where they live on the world map. They enjoy looking at their family photos and talking about what makes them unique.

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

- The childminder has clear aims for her curriculum. She has a good knowledge of how children learn and uses this to plan exciting opportunities for children across all areas of learning. Children follow their own interests in their play and the childminder provides a good balance of high-quality adult-led activities that complement this.
- The childminder carefully tracks children's progress from their starting points. She quickly identifies and monitors any gaps in children's learning and makes appropriate referrals for additional support as necessary. Consequently, all children make good progress and are well prepared for starting school.
- The childminder and her assistant know children well and skilfully weave learning into their play. They ensure resources are readily available to support children's next steps, particularly for their developing mathematical and literacy skills. For example, the childminder counts as children play and uses books about shapes to extend children's learning further.
- Overall, the childminder and her assistant support children's communication and language development well. The childminder skilfully supports children with pronunciation by repeating words back to them so that they can hear them said correctly. However, on one occasion, the childminder's assistant used the incorrect terminology, calling a dog a 'doggy', which a child then repeated. This means children do not always hear the correct language to support their

communication skills even further.

- The childminder and her assistant support children's emotional well-being. They help children to develop high levels of self-esteem by giving specific praise when they do something well, for example when completing puzzles. They teach children about kindness and values. Children are motivated and confidently explore the environments with their friends.
- Care practices are effective and the childminder teaches children about the importance of good hygiene. Older children manage their own toileting needs. However, children are not always given opportunities to develop their independence as much as they could. For example, sometimes adults pour drinks for children who are capable, and wipe their hands and faces for them without encouraging them to try for themselves.
- Positive partnerships with families are established. The childminder and her assistant share information and give advice to parents in a range of ways, such as how to manage children's behaviour. Parents are pleased with the regular communication they receive about their children's progress, including termly reports and how they can support their child's learning at home.
- The childminder and her assistant attend a range of training to keep their knowledge up to date. The childminder reflects on their practice and identifies ways it can be improved. She holds regular supervisions with her assistant, who feels well supported. The childminder recognises the need for her assistant to attend suitable training to enhance her professional development and raise the quality of her teaching even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have attended a wide range of training to support their knowledge of how to keep children safe. They both know the signs that may indicate a child is at risk of harm and are confident with the procedures to follow to report this. They know what to do and who to contact if they have concerns about each other's conduct. The childminder has established positive multi-agency partnerships to protect children. She involves children in risk assessing the environment. The childminder shares important messages with parents about how to keep children safe online.

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

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

- provide more opportunities for children to practise their independent skills
- continue to support assistants to raise the quality of their teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	EY411953
<b>Local authority</b>	Devon
<b>Inspection number</b>	10062556
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	1 July 2015

## Information about this early years setting

The childminder registered in 2010. She lives in Braunton, North Devon and works with one assistant. The childminder is a qualified teacher and provides care Monday to Friday, from 7am to 6pm, all year round. She is eligible to provide free early education funding for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Amy Fedrick

## 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 provider and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together and discussed the childminder's curriculum and intentions for children's learning.
- The inspector observed the interactions between the children and the childminder and her assistant.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on 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.

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