

Childminder report

Inspection date: 29 June 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with the childminder and there is a lot of laughter and fun. The childminder plans a broad curriculum that closely follows children's interests and individual learning needs. Children take part in all activities with enthusiasm and say that they 'like being busy every day'.

The childminder is a good role model and treats children with consideration and kindness. For example, she calmly and gently guides children when they are learning to share popular toys. She takes time to talk to children and helps them to understand their own feelings and the feelings of others. Consequently, children behave well, cooperate during play and develop the important social skills necessary for everyday life.

The childminder forms friendly and caring relationships with children and families. She ensures she knows children's routines at home, for example, so she can follow them to provide familiarity and security for the children. Children are happy and content in her home-from-home setting. They develop the confidence to explore the wide variety of activities on offer. Younger children climb and balance with increasing skill to enjoy using the slide, for example. The childminder is always nearby to provide encouragement and support their physical development and ability to assess risks for themselves.

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

- Parents speak very highly of the childminder and the care their children receive. They comment on the 'welcoming and loving environment' and appreciate the childminder's dedication and professionalism. The childminder keeps parents well informed about children's activities and progress. There are regular discussions about the children's day and activities when parents pick them up, for instance. Children benefit from an approach to their development where parents work closely with the childminder to provide consistency.
- The childminder is skilled in adapting activities to support children of different ages and stages of development. For example, as older children enjoy using play dough, she encourages them to compare shapes and sizes. They understand basic concepts and use good mathematical language. Younger children become fascinated by the sensory activity of squashing and rolling the play dough. They develop good manipulative skills and become inquisitive learners.
- Children make good progress in their speech and language development. The childminder continually engages them in conversation as they play. For example, she encourages older children to pretend to make a cup of tea, asking them questions and extending their imaginations. Younger children develop an increasingly wide vocabulary. They smile with delight when the childminder

praises their efforts to repeat single words and this promotes their self-esteem well.

- Children benefit enormously from a wide variety of visits and outings to explore the local area. For example, they attend toddler groups and socialise with a wider group of children. They gain a good understanding of their local community. However, there are fewer opportunities for children to find out about other cultures and different communities in the wider world.
- The childminder is reflective of her practice and continually makes improvements that help children to enjoy high-quality experiences. For example, she is developing the outdoor space to include a wider range of activities. She is positive about enhancing her skills further and meets with other childminders to share ideas and good practice, for example. However, she recognises the need to focus further on improving her teaching skills to help children to make even better progress in their learning.
- The childminder forms effective links with other providers and local schools. For example, she arranges visits from staff at local nurseries so they get to know the children before they start attending. She is proactive in sharing important information about children's achievements to ensure consistency for children's care and learning. Children move on to their future education with self-assurance and confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to ensure her safeguarding knowledge remains up to date. She has a secure understanding of the signs that may indicate a child is at risk of harm. She knows the correct procedure to follow and the importance of acting promptly, to keep children safe from harm. The childminder has an accurate understanding of safeguarding issues, such as the risks to children of being exposed to extreme views. She supervises children closely at all times at home and on outings. She regularly reviews her home to ensure it is safe and secure.

What does the setting need to do to improve?

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

- consider more ways of helping children to learn about other cultures and compare communities in the wider world to their own experiences
- continue to seek out professional development opportunities to build on the already good practice to further improve the teaching and learning.

Setting details

Unique reference number	EY376616
Local authority	Torbay
Inspection number	10074136
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	24 June 2016

Information about this early years setting

The childminder registered in 2008. She lives in Paignton, Devon. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder also works at weekends by arrangement. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Margaret Baird

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 spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time with the childminder.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documents on request.
- The inspector looked at written comments from parents and took account of their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022