

# Childminder report

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Inspection date: 25 July 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	Not applicable

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

### The provision is good

Children warmly greet the childminder and seek cuddles from her. This helps them to settle quickly. They happily play with the inviting activities on offer. They feel secure and confident because the childminder is very caring and nurturing. All children make good progress because there is a well-planned and sequenced curriculum. Children stay focused at activities for long periods of time. This is because the childminder plans challenges that meet the children's interests well. She is ambitious for all children to succeed. For example, three-year-olds count out connecting cubes. The childminder shows them how to connect the blocks. They practise this and develop their hand-to-eye coordination. They successfully count beyond 10, knowing how many blocks are in each number. She encourages them to count to 20. Children show a can-do attitude as they learn.

Children behave well and follow the routine calmly. They develop good independence skills, tidying up toys as the routine changes and washing their hands before meals, for example. The children are beginning to learn about the needs of others. The childminder sensitively reminds them to ask their friends for toys that they want to share. They are respectful towards the environment and the childminder.

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

- Children learn language and skills for mathematical concepts. For example, they compare the weight of pebbles and water on weighing scales. The childminder models language for 'heavier' and 'lighter'. She uses lots of open-ended questions which encourages children to think for themselves. They test their ideas as they add different-sized pebbles to each bucket on the scales. Children count forwards and backwards as they use toy ducks when singing the 'Five Little Ducks' rhyme. They explore mark making with pens and paints, and the childminder skilfully encourages them to make circles and enclosed shapes.
- Children really engage with stories. The childminder teaches them to love books through imaginative story telling. She creates puppets for the children to act out what they have heard and seen. Children add their own narrative and learn that stories have a beginning, a middle and an end. They repeat familiar refrains as they play. Children also learn a large variety of nursery rhymes and love to burst into song as they play. They develop a rich vocabulary through these stories and rhymes. They readily share their ideas and thinking with the childminder.
- Children grow fruit to understand life cycles. They plant seeds and nurture the plants and then watch them decay in the winter. They go on lots of walks to parks and explore seasons and nature. They develop excellent physical skills when they are outside. They learn to safely climb and run about. They learn how to stay safe when crossing the roads. Occasionally, the childminder does not

always help children learn about healthy lifestyle choices at mealtimes. This means children choose unhealthy foods, such as crisps and biscuits. They do not understand the impact these will have on their bodies or their teeth.

- The childminder uses her knowledge of child development to observe and assess children accurately. She uses this to ensure children make consistent progress across all areas of learning. She identifies areas that need development and skilfully plans many activities that will help children to succeed. For example, children are beginning to learn that things change. She makes play dough with them to help them see what happens when they mix ingredients together.
- The childminder is very proactive and constantly strives to improve her practice. She attends regular training which helps her reflect and improve outcomes for children. For example, she recently introduced her new progress journals for all children. She uses these to share children's learning and next steps with parents and other settings they attend.
- Parents value the childminder's care and learning for their children. They rely on her for the extended wrap-around care that she offers. They know their children are happy and develop new skills while in her care.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her duty to safeguard children and keep them free from harm. She attends regular training to ensure her knowledge of categories of abuse and how to identify them is up to date. She knows how to act to protect children she thinks may be at risk. She has clear policies and procedures in place about recording and reporting concerns. The childminder carries out regular risk assessments of her home and places she visits with the children. She takes appropriate action to reduce any identified risk.

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

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

- further develop children's awareness of healthy lifestyles, including oral hygiene and healthy food choices.

## Setting details

<b>Unique reference number</b>	2500453
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10204331
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Torquay, Devon. She is available Monday to Saturday, from 7am to 9pm, and offers overnight care. She accepts government early years funding for two-, three-, and four-year-old children. She has a relevant level 3 early years qualification.

## Information about this inspection

### Inspector

Sian Bath

### 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact it had 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.

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