

# Childminder report

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Inspection date:

6 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is good

Children are very happy and secure. They happily greet the childminder with big smiles and warm hugs. Children settle quickly, choosing what to play with. Babies explore spinning toys and two-year-olds play with cars in the cosy den. Children make good progress. This is because the childminder plans activities to meet children's interests and stage of development. She uses her experience and knowledge to ensure they develop in all areas of learning. Children develop good communication skills and self-help skills. Two-year-olds eagerly put their shoes on to go outside. They select trucks and push them round in the large garden. This helps develop their hand-to-eye coordination. Babies happily babble as the childminder chats to them on her knee outside.

Children are confident and feel safe. They know the childminder cares for them and will support them if they need it. Children follow the routine well. The childminder helps them to clearly understand what is expected. Two-year-olds gladly give things a go and persevere when tasks are difficult to master. For example, a two-year-old tries to connect different shapes. They are a bit stiff so the childminder models how to push them together. After a few attempts he succeeds. He is delighted and tries again.

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

- Children are very secure and content. The childminder provides excellent care routines to support each child. She takes time to get to know each child and their parents during their settling-in visits. She sensitively supports babies and follows their routines from home. This means they settle quickly.
- Children rapidly develop their physical skills as they play in the large garden. They climb, ride in little cars, dig in the sandpit and throw balls. They also learn about the world around them as they care for fruit and vegetables they have helped to grow. They help feed dandelions to the guinea pigs.
- The childminder offers care for children until they start pre-school. She provides age-appropriate and stimulating activities for these children. They make good progress with their speech. This is because the childminder skilfully narrates children's play and models new words clearly. Children learn the names of colours and begin to count numbers one to five. However, sometimes the childminder misses opportunities to extend children's learning further. This is because she does not always have a focused curriculum in place. For example, when children take part in a lovely craft activity the childminder misses some opportunities to help them learn. Such as how to share glue or how to begin to use simple tools.
- Children behave very well. They are very polite as the childminder teaches them good manners. She helps them to look after their environment and resources.

Two-year-olds willingly tidy up. They always put toys away when they have finished playing with them. They sit calmly at the table for meals and snacks and know to wash their hands before they eat.

- The childminder ensures any children with potential signs of delay make good progress. She professionally shares strategies and targets with parents. She works with outside agencies, such as health visitors, if necessary. This is to ensure these children have the right support in place to succeed.
- Partnerships with parents are very effective. Parents praise the support the childminder offers them for parenting concerns they have. Communication between the childminder and parents is excellent. Parents are very pleased with the progress their children make with their communication and independence skills.
- The childminder is very reflective. For example, she is currently reintroducing routines that became difficult during the COVID-19 pandemic. For example, she has not taken the children on many outings and has not mixed with other childminders during or since the pandemic. She is currently establishing regular meetings with other childminders. This will allow children to develop their social skills and play with other children. She is very ambitious to improve her practice and ensure the best outcomes possible for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular training to ensure her safeguarding knowledge is up to date. She competently identifies signs and categories of potential abuse. This includes issues such as the 'Prevent' duty and the trafficking of children. She knows how to follow appropriate procedures to refer any concerns about harm she has regarding children in her care. She ensures that all her family have had suitability checks for being around children. The childminder is very diligent about health and safety and carries out regular risk assessments. She is very mindful of children's safety when out on trips and keeps them safe.

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

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

- develop a clear curriculum for each child, so they develop even further and reach their maximum potential.

## Setting details

<b>Unique reference number</b>	EY431218
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10235570
<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>	0 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	20 February 2017

## Information about this early years setting

The childminder registered in 2011. She is located in Plymouth, Devon and operates flexible hours throughout the year. 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 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 showed the inspector the premises and discussed her intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder discussed how the curriculum had been implemented and the impact this had on the 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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