

Childminder report

Inspection date: 9 November 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children have an exciting time with this childminder. They have access to lots of interesting activities which are easily accessible. Similarly, outdoors, there are lots of well-planned activities. Children enjoy an outdoor painting activity and playing in the kitchen with water and utensils. The children make good friends. They play together well and support each other to overcome challenges. For example, they help each other find toys they want. The children help to care for the fish in the raised and covered pond. They also help care for the childminder's friendly dog. They take the dog for walks. The children enjoy lots of outdoor trips and regularly explore the local woods which they can access with the childminder through a secure gate at the bottom of the garden.

Indoors, the children can explore various activities to develop their fine motor skills. For example, the children enjoy playing with squeezable play sand and moulding forms with dough. They develop critical thinking skills, such as with puzzles and games. They enjoy mark-making activities and attempting to pick up small items with tweezers. There are lots of opportunities for creative exploration. For example, the children enjoy playing different musical instruments and making up songs.

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

- The childminder has created an ambitious and well-planned curriculum. She knows the children in her care very well. She ensures she knows their starting points. She uses regular observations to understand the children's progress and plan the children's next steps. She is very knowledgeable on the requirements of the early years foundation stage and how to teach these through the methods she uses. She ensures the children are ready for the next stage of learning. However, sometimes, the childminder does not achieve her planned aims for an activity. As a result, opportunities for deeper learning are missed.
- The childminder takes the children on lots of exciting trips. This extends their knowledge of nature and the local society in which they live. For example, they go on regular visits to the local museums, the beach and to a local owl sanctuary. The childminder extends learning with further activities in her home which link to these trips out. Children are kind, polite and respectful.
- The childminder has positive relationships with the children in her care. Similarly, she has strong relationships with their parents. She keeps the parents up to date with their children's progress and any concerns there may be. Parents of children with special educational needs and/or disabilities (SEND) are well supported. Children with SEND make good progress.
- The childminder values and promotes equality and diversity and prepares the children for life in modern Britain. She provides children with a rich variety of

activities and games which explore other cultures and religions. To support this area of the curriculum, the childminder reads books to children, for example 'What is racism?' and 'Let's Celebrate! Special Days Around the World'.

- The childminder recognises the importance of developing language and communication skills. She regularly visits the local library with the children. The childminder fosters a love of reading in the children. She reads stories in an exciting and engaging way, and introduces new ideas, concepts and vocabulary. However, at times, the childminder does not always give children sufficient time to think and respond in conversations. As a result, opportunities to enable the children to develop confidence in communication and in forming and expressing their own ideas are missed.
- The childminder provides the children with a healthy lunch and encourages them to try new foods. She teaches the children about healthy choices around food and exercise. The childminder encourages the children to be independent. However, further opportunities to develop increased independence are sometimes missed, for example giving children time to clear away after lunchtime.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is secure in her knowledge and understanding of the signs that may suggest a child is at risk of suffering abuse, neglect or harm. She is confident in the procedures to follow to ensure she keeps children safe. The childminder makes clear risk assessments and responds consistently to protect children, while enabling children to take age-appropriate and reasonable risks as part of their growth and development. The childminder has created a physical environment for children which is safe and secure. She knows when to contact early help services to provide children with additional support when they need it.

What does the setting need to do to improve?

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

- refine adult-led activities to include more targeted planning and to allow children sufficient time to respond to questions
- develop strategies to further support children to develop increased independence.

Setting details

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| Unique reference number | 2580617 |
| Local authority | Torbay |
| Inspection number | 10250997 |
| 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 | 2 to 3 |
| Total number of places | 5 |
| Number of children on roll | 7 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2020 and lives in Torquay, Torbay. She offers childcare from 7.30am to 6pm, for up to four weekdays, all year round. The childminder is in receipt of early education government funding for children aged two and three years old. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Victoria Jones

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 spoke with children during the inspection.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder.
- The inspector carried out a learning walk with the childminder.
- The inspector received feedback 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.

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