

# Childminder report

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Inspection date:

16 November 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

Good

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

### The provision is good

Children happily explore the wide range of toys and equipment on offer in the dedicated playroom and outside area. They persist for long periods as they create their own patterns and designs with wooden blocks, or investigate different levels as they play with toy vehicles. Outside, they enjoy playing with water and riding the 'big cars'. Children are developing their physical skills with increasing control and dexterity.

Children have warm and trusting relationships with the childminder and her assistant, who are both calm and attentive. Children learn to take turns with one another and share toys as they play. They develop good social skills and show a strong sense of belonging in the childminder's home. They are supported to develop independence skills, for example, as they learn to cut their fruit for snack and put on their own wellies to go outside.

The childminder has high expectations for every child and is committed to providing them with the 'best possible start in life', so that they are well prepared for school and later learning. She is quick to recognise when children may need additional support. She works in partnership with parents and other agencies, as necessary, to provide the support children need to help them make progress in their learning and development.

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

- Parents are extremely happy with the care the childminder and her assistant provide their children. They place great emphasis on the love and kindness they offer. Parents are confident that their children are safe and secure. They particularly value how the childminder supports their children with separation anxiety. Children are given the reassurance they need to settle in and access the learning environment at their own pace.
- The childminder has a broad curriculum designed to cover all areas of learning. She has a good understanding of the expected milestones that enable her to assess children's development. She provides resources based on children's interests and to develop their critical thinking skills. For example, children use magnification glasses to look for 'clues' or build with different-coloured and shaped wooden blocks. However, her learning intentions are not always sharply focused enough on each child's next steps, to further extend their knowledge and understanding.
- Children listen intently to stories the childminder reads to them in an engaging way. They join in with repeated refrains in familiar stories and suggest what they think may happen in less-familiar stories. The childminder's assistant encourages children to use information books to discover the names of the toy

dinosaurs they play with. Children are supported well to develop a life-long love of reading.

- Children are well behaved and respond well to the routines. They actively take part in tidying up and handwashing before lunch. They are supported to eat a wide range of healthy and nutritious foods. The childminder makes good use of additional funding to introduce children to foods they may not have tried before.
- Children are confident talkers. They suggest their favourite places and what makes them happy. The childminder is a good role model for speaking and she regularly uses a wide range of vocabulary, for example, 'symmetry' and 'vertical'. She does not always check children's understanding of these words though, which would help them to begin to use them in their own talk.
- Children demonstrate good levels of early counting and mathematical skills in their play. For example, they correctly suggest that two and two makes four and one more is five. As they play with shapes, the childminder's assistant supports them to look closely to notice their similarities and differences.
- The childminder takes her responsibility to provide high-quality opportunities for children very seriously. She reflects on her practice, regularly attends network meetings and completes online training in order to continually improve outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant keep their child protection knowledge up to date through regular training, to ensure children are safeguarded. They know the signs and symptoms that may indicate a child is at risk from harm and how to report them. The childminder provides families with access to her safeguarding policies. The childminder is aware of the procedures to follow should an allegation be made against her or a household member. This helps to keep children safe.

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

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

- plan more precisely for children's individual next steps to support them to make even more progress in their learning
- check children's understanding of vocabulary that maybe unfamiliar to them, to further improve their language skills.

## Setting details

<b>Unique reference number</b>	104224
<b>Local authority</b>	Devon
<b>Inspection number</b>	10234042
<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>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	6 February 2017

## Information about this early years setting

The childminder registered in 1998 and lives in the village of Musbury, near Axminster, Devon. She operates from Monday to Thursday, 8am to 6pm, all year round. The childminder's husband is also a registered childminder and sometimes works as her assistant. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a level 4 early years qualification.

## Information about this inspection

### Inspector

Den Russell

### 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 her evaluation of the provider.
- The inspector and the childminder discussed the early years provision and the aims of the curriculum.
- The inspector observed the quality of teaching and discussed the childminder's teaching practice and the impact on children's learning.
- The inspector held discussions with the childminder throughout the visit to evaluate how the setting is managed.
- The inspector spoke to children throughout the visit.
- The inspector read statements from parents to gather their views.
- The inspector looked at a sample of documents, including training certificates.

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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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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