

Childminder report

Inspection date:

17 November 2022

Overall effectiveness	Good
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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 are happy, calm and relaxed and enjoy their time in this setting. The childminder has designed the environment to make the most of the rural location. Children spend plenty of time outdoors, exploring the range of resources that are easily accessible. The childminder encourages children to be as active as possible by providing carefully arranged outdoor areas created with children's learning opportunities in mind.

Children behave well and have a positive attitude towards learning. The childminder provides a mixture of adult-led and child-initiated learning activities that children are able to choose from freely. She uses the wooded area and farmland around the setting to support children's understanding of the world around them. For example, nature walks happen frequently and children grow and harvest crops from a vegetable patch.

Children make good progress in their personal, social and emotional development. The childminder encourages children to be independent with self-care tasks, such as dressing and using the toilet. She supports children to learn how to cooperate, share and play successfully alongside each other. She teaches children to respect each other and the environment around them.

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

- The childminder has arranged the environment thoughtfully. She has carefully considered the children's ages and stages of development. Children are able to independently access resources and move freely from indoor to outdoor play. They appear happy and confident when exploring the environment.
- The childminder uses the outdoors and natural resources to deliver her curriculum daily. She provides activities with children's interests and what they need to learn next in mind. For example, the childminder encourages younger children to feel and explore the different textures of natural resources. She adapts activities for older children with the addition of counting and colour naming, in line with their individual next steps in learning.
- The childminder uses information gained from parents effectively. She has a clear idea of what children can already do before they start. The childminder then works out what children need to learn next. She uses this information effectively to plan activities to ensure that children make good progress.
- The childminder incorporates mathematical skills into daily activities. For example, she encouraged children to count and praised the use of mathematical language such as 'big', 'small', 'full' and 'empty'. However, the development of language skills in other areas of the curriculum is less consistent. For example, when children began talking about different textures, the childminder repeated

words children had already used, but did not suggest new or alternative words to extend children's vocabulary further.

- The childminder encourages children to cooperate, share and play alongside each other. She intervenes when necessary and explains the reasons behind some children's actions if others do not understand. Parent feedback suggested that the input from the childminder had a direct impact on behaviour at home, with an increase in cooperation and ability to share.
- Children regularly practise physical skills in the well-equipped outdoor areas. They go out into the community regularly. They go to soft-play areas, local museums and parks and on muddy walks on the farm around them. This encourages children to understand their local environment.
- The childminder knows the children well. She responds to the children's needs. For example, she notices straight away when children get tired, need the toilet or need support to find something. This means that the children feel safe and confident in the childminder's care.
- Parents comment on how happy they are with the childminder, particularly the outdoor learning environment. The childminder values the opinion of parents. For example, as a result of a recent parental questionnaire, the childminder adapted the communication method that she uses to include extra information at a parent's request.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can state the signs of potential abuse. She is aware of her responsibility to ensure children are safe. She knows the procedure to follow if concerned about a child and where to report any allegations of abuse. The childminder keeps her safeguarding knowledge up to date through ongoing training. She risk assesses outings and teaches children how to keep themselves safe when on trips. For instance, she explains why it is not safe to touch brambles or toadstools, and why it is important that children only sit on the tractor when supervised by an adult.

What does the setting need to do to improve?

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

- model the correct use of language and consider ways to introduce new and interesting words to expand children's own vocabulary.

Setting details

Unique reference number	EY232932
Local authority	Devon
Inspection number	10234662
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 February 2017

Information about this early years setting

The childminder registered in 2002 and lives near Taunton on the border of Somerset and Devon. She operates Monday to Friday from 8am to 6pm, all year round. The childminder sometimes works with an assistant.

Information about this inspection

Inspector

Kate Rogers

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- 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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