

Childminder report

Inspection date: 23 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are very secure and happy. They have a warm and caring relationship with the childminder. They snuggle up to her when they share puzzles and building activities on the carpet. Children play contentedly and make good progress. The childminder skilfully supports children's development in all areas of learning. She builds on the children's interests and what they can already do and sets appropriate next steps. For example, pre-school aged children are interested in tractors. The childminder helps them to understand how to identify the make of the tractor from the colour. The childminder helps the children recall what they already know by helping them to remember what make the blue tractor is.

Children behave very well. They are kind and considerate to each other. The childminder expertly supports them to share and include each other in their play. For example, pre-school aged children involve babies by helping them spin toys on the floor. Babies show high levels of fascination and interest as the objects spin round fast. Children follow the routine well and develop strong self-help skills. For example, they skilfully peel and chop their fruit independently. The childminder helps them to understand why they need to hold the knife safely and chop onto the plate. The children are very proud of their achievements.

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

- The childminder knows the children well. She plans effectively and provides activities that meet all the different ages and stages of the children. This helps children to stay focused in their play. Children are confident to persevere when some activities are difficult, such as completing jigsaw puzzles with many pieces. Sometimes, the childminder misses the opportunity to extend children's learning even further. For example, she does not always encourage babies when they make babbling sounds to help develop their communication skills. When older children show an interest in counting construction pieces, she does not help the children count them individually, so they understand the quantity of each number.
- The childminder observes the children carefully to ensure they are happy and safe. Children are confident and calm as they know the childminder cares for them. For example, she reminds the children to remove a layer of clothing as they get too warm when playing. She meets each child's needs skilfully. For example, when babies get sleepy, she scoops them up and cuddles them. This means they can nap safely as she supports older children to finish eating their lunch.
- The childminder takes children on regular outings to explore the world. Children learn to recognise numbers and print in the environment, such as looking for number plates and recognising the numbers and letters that are familiar to

them. Children gather items on their walks, such as conkers. The childminder extends children's vocabulary well. She introduces words, such as 'spiky' and 'prickly' as children try to describe how the conker feels.

- Children learn how to keep themselves healthy and why this is important. The childminder encourages them to have regular drinks. She talks to them about the importance of keeping hydrated. She encourages children to brush their teeth after meals. She links this with home and asks if they have brushed their teeth after breakfast. Children love running about in the garden and the park. They relish the fresh air.
- Children learn about shapes, numbers and colours throughout the day. For example, as they explore construction pieces, the childminder labels the shapes. She encourages the children to identify other triangles, circles and squares. She labels colours of items for babies and helps older children recall the colours they know.
- The childminder has a strong relationship with the parents. They describe her provision as a 'home from home' and extremely valuable to their family. The childminder shares children's learning and next steps well with parents. She works closely with them to ensure children make good progress and are ready for school. The childminder carries out a two-year check for children. She shares these with other professionals and the parents to support the children.
- The childminder plays nursery rhymes throughout the day. However, she does not always draw the children's attention to them. She has books available for the children. However, she does not regularly share stories as part of the everyday routine. This means children do not develop their language and literacy skills as effectively as they could.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of how to keep children safe. She carries out regular risk assessments and minimises any risks she identifies. She has effective accident and medication recording systems in place. The childminder has a robust knowledge of how to keep children free from harm and understands her duty. She knows all categories of abuse and how to recognise potential signs. She knows how to record any potential concerns and who to report these to if she needs to protect a child.

What does the setting need to do to improve?

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

- embed the use stories and rhymes during the day to continue to help children develop their vocabulary
- strengthen skills and knowledge of how children learn and develop, so that

teaching focuses more sharply and consistently on what children need to learn next.

Setting details

Unique reference number	104579
Local authority	Devon
Inspection number	10234044
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 January 2017

Information about this early years setting

The childminder registered in 2000 and lives in Newton Abbot, Devon. She is open from 7.30am to 5pm, Monday to Thursday, all year. She receives government early years funding for two-, three- and four-year-old children.

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being delivered indoors, and assessed the impact this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of the 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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