

# Childminder report

---

Inspection date:

28 November 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

---

Previous  
inspection

Met

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

### This provision meets requirements

Children enjoy spending time in this calm and happy setting. The experienced childminder is highly enthusiastic and takes care to talk to each of the children individually. She is mindful of the children's mental health and encourages the children to talk about the high and low points in their school day as they sit down together around the table to eat a healthy snack after school.

The youngest children are well catered for. Activities and resources are appropriate, and the childminder encourages children of all ages to play alongside each other in order to support their social development. Older children help younger ones to write and take account of their ideas. The childminder takes care to plan activities and provide resources, which link to the children's personal interests. She teaches them how to play board games and children delight in telling her about how they are playing these games at home.

During the holidays, the childminder takes the children on regular outings or 'adventures', such as to the local zoo or nearby country parks. She provides activities linked to their understanding of the world when they are out and about, such as hunting for objects on a list. This helps to ensure children take an active part in their learning.

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

- The childminder has a clear intent for what she wants the children to learn. She uses her knowledge of the early years foundation stage to adapt planned activities to suit children of different ages. The childminder takes care to plan a wide variety of activities, which are linked to individual needs and interests. For example, the childminder planned a 'Dartmoor Day' linked to children's fascination with maps. This helps the children to feel valued and happy in her care.
- The childminder ensures behaviour in the setting is very good. She encourages children to talk and listen to each other's ideas. The childminder has highly effective systems in place to ensure children wait to share their thoughts if she is busy. As a result of the different measures she uses, children are polite and respectful to both other children and to adults.
- Partnerships with parents are very good. Parents praise the childminder for the care she gives their children. They speak highly of how well she knows the children as individuals and that she provides activities which suit their interests.
- The childminder gains starting points for children through discussion with parents and with other settings, such as nursery and school. This helps children to settle in very quickly. The childminder is experienced in completing the

progress check at age two and other statutory paperwork. She knows when to contact other professionals, such as the health visitor, to offer support to children and their families. This contributes to children's individual needs being well provided for.

- The childminder has a good understanding of how to keep children healthy, both physically and mentally. She provides healthy snacks for the children and takes account of individual dietary needs. She promotes good hygiene with the children, for instance, ensuring they all have their own small towels on labelled pegs in the bathroom. Children have access to a range of play equipment, such as a trampoline, in the garden, and the childminder walks the children to and from school. Each day, the childminder encourages the children to talk about how well their day went. All of this helps the children begin to develop a healthy lifestyle.
- The childminder regularly evaluates her service. Parents complete questionnaires to provide feedback and, if necessary, she alters her practice accordingly. The childminder keeps up to date with training and takes opportunities to complete additional courses, such as those linked to safeguarding. She also develops her personal knowledge to support individual children, for example learning how to thread a fishing rod to take a child fishing.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder takes part in annual safeguarding training with different providers to make sure she has a thorough understanding of safeguarding procedures. She can recognise the signs of abuse and is confident in knowing when to report a concern. The childminder understands what to do if an allegation is made against herself or a member of her family. She has a good understanding of how to keep children safe online. The childminder carries out regular risk assessments, particularly in regard to the garden, such as ensuring the children do not touch the chickens and do not play on the decking when it is wet.

## Setting details

<b>Unique reference number</b>	EY445199
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10235741
<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>	4 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	7 March 2017

## Information about this early years setting

The childminder registered in 2012. She lives in Brixham, Devon with her family. The childminder offers care before and after school on a Monday to Friday from 8am to 8.45 am and 3pm to 5.30pm. She also provides holiday care for school-age children.

## Information about this inspection

### Inspector

Leanne Edge

### 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation.
- The childminder spoke to the inspector about their understanding of children's learning and development within the early years foundation stage.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022