

Childminder report

Inspection date: 12 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 extremely motivated and inquisitive learners. They have a highly positive attitude to learning and persistently show curiosity and enthusiasm in all activities. For instance, the childminder plans an exciting curriculum around children's interests and next stages of development. As children learn about life cycles, children talk about the live caterpillars they have cared for, which have now emerged into butterflies. They eagerly talk about how they have put fruit in for the butterflies to eat, and how they will soon release them. When butterflies are in their habitat, older children gently point out to the younger ones where they are. They understand that they may not be able to spot them and kindly support them.

The childminder supports children's emotional well-being effectively. From a young age, she talks to children about feeling happy and sad. As they become older, the childminder encourages the children to recognise how their behaviour impacts others. She skilfully talks to them about the similarities and differences between themselves and others, helping children to have respectful relationships. All children behave exceptionally well, feel safe and content in the childminder's care.

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

- Children show a keen interest in growing plants. The childminder has supported this well by providing children with a wide variety of things to grow, including sunflowers and tomato plants. Older children enthusiastically talk about how the tomato plant now has flowers. Children all help to water these each evening, and check in the morning to see if they have grown. This helps children develop their understanding of how to care for plants, as well as supports their independence.
- The childminder is passionate about providing children with new experiences. Children enjoy taking a ride with the childminder, either on the bus or the train to explore the local area. Together they visit an orchard and learn to make apple juice. Older children observe the apple peelings and talk about how it is a spiral.
- Children eagerly participate in the educational activities the childminder provides. The childminder encourages them to learn about healthy lifestyles. Children talk about how they engage in yoga and confidently show visitors the different yoga poses, which make them 'strong'. Children try new fruits, such as pomegranate. They discuss with the childminder about the 'face they made' when they tried it, and how it tasted sour. However, at times, the childminder does not always support younger children's physical skills as well as she could. She often carries them around and stands them next to the activities, rather than encouraging children to move and pull themselves up independently.
- The childminder attends frequent training to keep her knowledge updated. She uses this to help the most able children learn letters and the sounds they make,

working closely with the school for consistency. These children use their new-found knowledge to write their name and talk about which letters objects begin with.

- Partnerships with parents are strong. They comment how the communication from the childminder is excellent and how she is approachable, flexible and nurturing. The childminder values their opinions and uses 'feedback forms' to collect their thoughts to identify any potential areas to develop. She liaises with other agencies on their behalf, if requested, to ensure that children and their families receive ongoing support.
- The childminder communicates well with other professionals. She has liaised with dental specialists to ensure all children receive a toothbrush and paste to promote good oral hygiene. The childminder works closely with the local children centre and toddler groups to enable them to provide specific activities children will enjoy when they visit.
- Children have good opportunities to develop their language skills. The childminder responds warmly to younger children when they begin to babble. She introduces single words as they play to increase their vocabulary. For instance, as they take sensory objects out of the basket, the childminder says 'in' and 'out'. Older children enjoy bringing narratives into their play. They play 'shopkeepers' with the childminder, asking her to come and buy some pretend food. Children talk about the 'food' the childminder has bought and how much it will cost. The childminder helps children to identify numbers on pretend money, such as a five pound note, and encourages them to recall this knowledge later in play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children's welfare is a priority. She talks to them about keeping safe near roads and railways. The childminder uses information provided by the National Society for the Prevention of Cruelty to Children to help children to say 'no' to things that make them feel upset or uncomfortable. The childminder has a good understanding of safeguarding and knows how to recognise any concerns about a child's welfare. She understands her safeguarding role and how to report concerns to the relevant authorities if a child is at risk of harm.

What does the setting need to do to improve?

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

- provide more opportunities for younger children to move around more freely to support their physical skills further.

Setting details

Unique reference number	EY493319
Local authority	Plymouth
Inspection number	10289166
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	0 to 4
Total number of places	5
Number of children on roll	4
Date of previous inspection	14 November 2017

Information about this early years setting

The childminder registered in 2015 and is located in Plymouth, Devon. She offers care Monday to Friday from 7.45am to 6.30pm, all year round. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Joanne Steward

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 childminder and has taken that into account in their evaluation of the setting.
- 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- Parents shared written 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023