

Childminder report

Inspection date:

27 September 2023

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 and settled in the care of this well-organised childminder. The childminder has a clear vision on how and what she wants children to learn. Children benefit from a rich and varied curriculum which places an emphasis on outdoor learning. Children delight as they visit a wide variety of local attractions and natural spaces. They develop their physical skills by playing in parks, and they explore the seasons through activities, including collecting leaves to make pictures. Children are equally excited by learning in the home. They eagerly take part in activities planned by the childminder. Children are fascinated by finding out about techniques to brush their teeth and keeping healthy. They learn about colours and practise counting as they play. Children confidently express their ideas and thoughts with others.

Children share a close bond with the childminder and delight in playing with her. They have fun as they pretend to bandage her leg and extend their play to carefully looking after toy babies. They share resources well and take turns. The childminder ensures that the children develop a strong sense of who they are. Children are excited to see recent photos of their families displayed on the wall. They enthusiastically tell the childminder about their pets and the things they do at home. Children learn what makes them special through gentle encouragement from the childminder.

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

- Children learn about a wide variety of topics. The childminder works closely alongside a small group of local childminders to design an interesting and meaningful curriculum. Children benefit from a good range of activities which reflect their interests and needs. For example, children learn about themselves as part of an 'all about me' theme. Children make good progress across the curriculum.
- Children develop good mathematical skills. The childminder skilfully interweaves mathematical learning into all activities. She teaches children to count as they play. She encourages them to work with her to build models using shapes. Children learn the names of different shapes and begin to match them correctly to objects.
- The childminder understands the need to promote communication and language development. Children enjoy listening to and joining in with familiar songs. They access a variety of books independently and listen carefully to the childminder as she reads stories to them. The childminder uses questioning well during activities to encourage children to explain their ideas. However, she does not always extend children's vocabulary development by introducing them to unknown or more challenging words.

- The childminder carefully considers how the environment can be used to develop children's independence. Children are provided with resources at their level which they can easily access. They learn to cut fruit safely at snack time and pour their own drinks. However, at times, the childminder does not encourage the children to persevere with an activity or solve a problem. Instead, she quickly offers to help, such as to get a tissue for them when they are available at child height.
- Children are well behaved. The childminder is kind towards the children and regularly uses positive praise with them. She is interested in what they say and listens carefully as they tell her about their favourite activities.
- The childminder ensures that children have frequent opportunities to socialise with other children. Children benefit from daily outings where they meet with known childminders and their children. Parents report how happy they are their children benefit from having a large 'toddler network' with a number of friends. Children are confident communicators with adults and children alike.
- Partnerships with parents are good. Parents praise the childminder for her good communication through sending messages during the day and talking to them at handover times. They state how she prioritises the children's 'happiness and well-being'. The childminder recognises the importance of fostering good relationships with parents from the start, including through settling-in sessions.
- The childminder's good organisation means she plans ahead to allow for different eventualities. She confidently adapts planned activities to suit the needs of the children. She reflects well on how she can improve her provision and takes part in regular training to improve her skills and knowledge. For instance, children now benefit from more opportunities to develop their hand-eye coordination, such as through the use of 'messy play trays' when they are out and about.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe from harm. She attends annual training and meetings with the local authority to keep her safeguarding knowledge up to date. She recognises the signs and symptoms of abuse and knows the process to follow if she was concerned about a child in her care. The childminder regularly carries out risk assessments in her home and garden to remove any potential hazards, including those linked to her pets. She teaches the children how to keep themselves safe, such as through the use of clear rules on what they can and cannot touch.

What does the setting need to do to improve?

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

- introduce children to a wider and richer vocabulary to extend their communication and language even further
- further encourage children to persevere and solve problems for themselves.

Setting details

Unique reference number	EY497270
Local authority	Torbay
Inspection number	10305000
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	2 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 February 2018

Information about this early years setting

The childminder registered in 2015 and lives in Torquay, Devon. She offers care for children from Monday to Thursday, 8am to 5pm, all year around. She holds a relevant level 3 childcare qualification. The childminder is in receipt of funding to provide early education for children aged two and three years.

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 during the inspection.
- 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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