

# Inspection of Scarbro, Susan Joan

36 Furneaux Avenue, PLYMOUTH PL2 3HA

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Inspection date: 17 May 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are happy in the nurturing care of this childminder. Toddlers have strong bonds with her and feel confident and comfortable in her home. Older children demonstrate confidence in managing their personal care needs. The childminder holds lovely conversations with children, giving them time to think and respond to her open questions. She speaks in a supportive, kind voice and gives positive praise to children often. Older children ask lots of questions, and the childminder provides clear explanations, which improves children's understanding.

The childminder takes children on lots of exciting trips to extend their learning and development. They visit local parks to develop their physical skills, like running, core strength and balance. They regularly take trips to the local aquarium, museum and library, where the childminder builds their knowledge of the wider world, nature and their local community. Children are supported to understand a variety of religions. For example, they visit the local mosque and synagogue.

In the childminder's home, children enjoy playing with the many age-appropriate activities, which are freely available. Younger children develop skills in colour matching and build their pincer grip as they use tongs to pick up coloured pom-poms and match them into pots. They explore creatively with shredded paper, firstly pretending it is snow, throwing it in the sky and dancing under it, and later using it to play a role-play game, pretending they are octopus in the sea.

Outdoors, children squeal with delight as they develop physical skills, successfully catching a ball for the first time. Children of all ages are curious learners. Toddlers develop coordination as they enjoy moulding shapes and exploring the texture of sand. Older children learn about plants and how things grow as they transfer fuchsia plants into bigger pots, which they will eventually take home.

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

- The curriculum is well planned and designed to give children the knowledge and skills they need to succeed in life. Children benefit from meaningful learning across the curriculum, which is well sequenced. For example, they have been exploring healthy foods and lifestyles with the childminder. They subsequently enjoy an activity, digging for plastic food items in a bowl of soil to then discuss which foods are healthy or unhealthy, developing their understanding of healthy food choices. However, the childminder does not always extend the learning even further by encouraging children to talk more and understand why things happen and how things work.
- Children are supported by the childminder to become independent. She encourages toddlers to take off their boots when they come indoors. All children

develop skills in using the outdoor tap, to wash muddy hands or outdoor toys. Children understand that they will have snack, lunch and outdoor play times. However, the childminder does not provide them with consistent messages, so they know it is going to be time to eat, for instance, to help them focus.

- The childminder has created a strong focus on language and communication. She ensures that her own speaking enables children to hear and develop their own language and vocabulary well. Children are confident communicators. For example, older children talk enthusiastically about the fruit they like to eat and the games they like to play. Younger children name shapes and colours, such as 'blue triangle'.
- The childminder reads in a way that excites children and introduces them to new ideas, concepts and vocabulary. Children enjoy listening and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. They eagerly join in with the story of 'The Gingerbread Man'. Children happily sing songs to themselves as they play, and older children confidently sing a 'please and thank you' song before snack time.
- The childminder supports all children to understand early mathematical concepts. She introduces mathematics into activities throughout the day, such as counting the flannels children use to wash their hands before eating and guiding children to recognise that the cheese cracker is a circle shape. Children love to explore, naming shapes in the sand tray, and older children confidently count to five, the quantity of items they have collected.
- Relationships with parents are good. The childminder works closely with parents to understand children's likes, dislikes and their stage of development prior to starting in her care. She keeps parents up to date on children's progress. Parents are pleased with the care the childminder provides for their children and share positive feedback about their experiences. They praise the activities the childminder does with children and the good progress children make in their communication and social skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She regularly attends online and face-to-face training to ensure her knowledge is up to date. The childminder is secure in her knowledge of the possible signs of abuse and the procedures to follow. She knows how to record concerns and who to contact to ensure children are safe. The childminder makes sure the environment is safe and secure for children to explore. She conducts regular risk assessments to help her identify any hazards and ensure her home is safe.

## **What does the setting need to do to improve?**

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

- extend the delivery of the curriculum, to encourage children to talk more and understand why things happen and how things work
- help children to understand familiar routines.

## Setting details

<b>Unique reference number</b>	2634990
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10289171
<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>	1 to 4
<b>Total number of places</b>	3
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	Scarbro, Susan Joan
<b>Telephone number</b>	
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2021. She lives in a residential area of Plymouth and provides care for children Monday to Friday, from 7.30am until 4.30pm, throughout the year. The childminder receives early education funding to provide free places for children aged two, three and four years.

## Information about this inspection

### Inspector

Victoria Jones

### 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 spoke with the childminder and children during the inspection.
- The inspector observed the quality of the curriculum during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and people living in their home.
- The inspector read feedback from parents during the inspection and took account of their views.

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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