

Childminder report

Inspection date: 14 October 2019

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 happy and settle quickly. They form strong attachments with the caring childminder. Children are provided with a warm welcome. They eagerly greet their friends and are ready to learn and play. Children hang their coats on easy-to-reach pegs and remove their shoes, so they are comfortable in the childminder's home.

The childminder knows the children very well. She has high expectations for them and takes time to learn about their interests and stages of development. The childminder provides a vast array of resources and interesting activities that motivate children and keep them engaged in their learning. The childminder considers how she can build on what children already know and can do. She sings familiar songs and rhymes and reads books to children. This helps them learn new words and expand their vocabulary. Children behave well. They share toys, play cooperatively and tidy their toys away when asked.

Children have ample opportunity to be physically active in the large, safe garden. They ride tricycles and scooters, throw and kick balls and have plenty of space to run and get out of breath. The childminder also takes children to the park and to playgroups, which helps them develop their social skills.

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

- The childminder teaches children about living things and how plants grow. Children spend time in the garden and are fascinated watching caterpillars turn into butterflies. They learn that fruit and vegetables need water and sunshine to help them grow. Children also learn about the environment. For example, they help make ecobricks by packing clean and dry used plastic into a plastic bottle, which helps them to learn about sustainability.
- The childminder helps children to become independent. As a result, children know to put on waterproof trousers, wellington boots and coats when they play outside in the rain. Children also attend to their personal needs. For example, they clean their hands before eating, which helps to promote their good health.
- The childminder has a calm, warm and friendly manner and children respond positively. Children are taught to be kind to one another. The childminder talks to them about the rules and has clear boundaries, which helps them feel safe. She provides lots of praise and encouragement, which boosts children's self-esteem. Children have a 'can-do' attitude. They rise to the challenge and solve their own problems with determination.
- The childminder gets down to children's level and takes a genuine interest in what they do and say. She allows children plenty of time to think and speak. Children's imaginations are sparked when they use play dough. The childminder

encourages them to roll and stretch the play dough, which helps build strength in their hand muscles.

- The childminder encourages children to be confident talkers and make choices. For example, at snack time children are asked what colour cup and plate they want. This also helps them learn about colours.
- The childminder provides healthy snacks. She encourages children to drink milk or water, so they stay well hydrated. The childminder intertwines mathematical concepts into everyday activities. Children confidently count and talk about items being bigger and smaller.
- Overall, the childminder supports children with special educational needs and/or disabilities (SEND) well. She liaises with other professionals to ensure children's care is tailored to their individual needs. For example, she follows the guidance of health professionals to appropriately help children with specific strengthening exercises. However, the childminder has not embraced training opportunities to enhance further the support for children's changing needs, for example children with SEND.
- Parents are complimentary about the care provided and the information that the childminder shares about their children's progress. The childminder has an accurate view of what she does well and what she can do to improve. Overall, she is taking steps to attend training for her professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection. She knows the correct action to take if she has any concerns about the welfare of a child or if an allegation was made against her. She is familiar with different safeguarding issues that could affect children and families. The childminder has effective systems to keep children safe. She completes risk assessments before taking children on outings and she makes sure that only known adults collect children. The childminder reduces the risks to children. For instance, she makes sure that higher risk foods, such as grapes, are cut lengthways before being given to children to eat.

What does the setting need to do to improve?

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

- use training and professional opportunities to learn more about and support the changing needs of the children who attend.

Setting details

Unique reference number	132800
Local authority	Bath and North East Somerset Council
Inspection number	10060399
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	6
Number of children on roll	22
Date of previous inspection	28 July 2015

Information about this early years setting

The childminder registered in 1999 and lives in Peasedown St John, near Bath. She operates Monday to Friday from 7am to 6pm, all year round. The childminder is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Vanessa Redmond

Inspection activities

- A learning walk and a tour of the premises were carried out.
- Parents' views were obtained.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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