

Childminder report

Inspection date: 15 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, homely and happy environment where children settle well and feel safe and secure. Children establish positive relationships with both the childminder and her assistants and display high levels of emotional well-being during play.

The childminder is an extremely positive role model and has high expectations for children's behaviour. Highly effective behaviour management strategies are in place which support children to understand positive behaviour from an early age and develop a superb knowledge of right from wrong. The childminder works well in partnership with parents to ensure that behaviour strategies are consistent between home and the provision. Consequently, children's behaviour is excellent. They play together extremely well, share toys and resources, avoid conflicts in large groups and show respect. For example, during play, older children identify there are not enough finger puppets for their friends so share these out fairly and continue with their game.

The childminder and her assistants support children exceptionally well to develop their independence and self-care skills. They take a 'hands behind their back' approach to learning to support children effectively and encourage them to have a go and do things for themselves. Toddlers and older children can attend to their own toileting needs, dress themselves to go outdoors, serve their own lunch, choose their own cutlery and pour their own drinks with very little adult support. Children are extremely well prepared for their next stage in learning, or school.

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

- Partnerships with parents are secure. The childminder keeps parents regularly updated. She provides parents with observations and photographs of their children, daily discussions and termly progress reports. Parents speak very highly about the childminder and her assistants, and make comments such as 'the care, activities, learning and everything they do is focused on what the children will get out of it and how best to support them' and 'we are kept consistently informed on all aspects of our child's development'. Parents describe the provision as a 'nurturing, family environment'.
- The childminder and her assistants provide numerous opportunities for children to talk about numbers in their play. For example, when threading conkers and beads on pipe cleaners, they encourage children to count how many items they have used. Toddlers and older children demonstrate their ability to count in sequence. This helps to promote children's interest in early mathematics.
- The childminder is quick to identify any gaps in learning and addresses this in a timely manner, especially for children with speech delay. The childminder uses

effective strategies, such as 'talking boxes' to support all children, especially in relation to learning about positional language. Consequently, all children, including those with special educational needs and/or disabilities (SEND), make good progress with their speech and language.

- Children develop an excellent understanding of how they should behave because the childminder and her assistants are very consistent and positive in their approach. For example, assistants respond rapidly to children's behaviour and make comments such as 'that wasn't kind hands, was it', providing opportunities for children to think and reflect for themselves.
- The childminder supports children to make their own choices in play. They have access to a wide range of toys and resources, which supports their learning and development well. Children are confident and highly independent learners.
- Teaching is strong. The childminder and her assistants support children to develop their learning through effective teaching methods such as questioning or recall. For example, she supports children to recall when they planted seeds to grow potatoes at the allotment. Older children make meaningful links and identify that if they plant pumpkin seeds, they might get pumpkins. Overall, all children make good progress.
- The childminder includes the views of the children, assistants and parents to evaluate her provision. She uses this information effectively to reflect on the experiences on offer to the children and to maintain high standards in the provision.
- The childminder plans a wide range of exciting and stimulating outings that enrich children's experiences. Children have plenty of opportunities to build on their physical skills as well as develop their knowledge and understanding of the world around them. For example, children go to the bakery, eat in restaurants and go to the airport to watch the planes. They use transport such as buses and trains or go on walks to the forest or local parks.
- Children enjoy the wide range of activities on offer to them which support their individual interests. They get involved and are extremely motivated to learn. However, on occasion the childminder does not organise adult-led activities as effectively as she could to fully support and challenge babies and younger children consistently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants keep their safeguarding knowledge up to date through attending regular training courses. They can all confidently identify signs and symptoms which may identify that children are at risk of harm. They know who to contact if they have any concerns about practice or a child's welfare. They are aware of wider safeguarding concerns. The childminder uses her knowledge to talk to the older children in her care about the importance of being open and honest and talking to others if they have concerns or are worried. The provision is very secure, and the childminder takes effective action to help keep children safe at all times.

What does the setting need to do to improve?

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

- organise adult-led activities more effectively so that younger children are consistently engaged and challenged to extend their learning even further.

Setting details

Unique reference number	EY414273
Local authority	North Somerset
Inspection number	10125710
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	12
Number of children on roll	52
Date of previous inspection	13 August 2015

Information about this early years setting

The childminder registered in 2010. She lives in Weston-Super-Mare, Somerset. She operates her childminding service from Monday to Friday, 8am to 6pm, all year round. She receives funding to provide free early education to children aged two, three and four years old.

Information about this inspection

Inspector

Becky Mulcahy

Inspection activities

- The inspector observed the children playing inside and outdoors.
- Children's learning and developmental records were sampled, and the inspector tracked the progress of two children.
- The inspector sampled feedback from parents through written testimonials.
- The inspector completed a joint observation with the childminder to observe the quality of teaching.
- The inspector reviewed a range of documentation, including training certificates, suitability of the childminder and those that live in the household and risk assessments.
- The inspector spoke to both the childminder and assistants present at the time of the inspection.

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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