

Childminder report

Inspection date: 29 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not Met (with actions)

What is it like to attend this early years setting?

The provision is good

Children develop very close trusting bonds with the childminder. She has a friendly and very caring manner. She closely observes children, picking up on any changes to their behaviour, for example when they may feel unwell or feel unsure when there are visitors to the home. The childminder is very attentive and quick to help them or fulfil any care needs they have. She patiently offers lots of support and encouragement, helping to build their confidence very effectively.

The childminder knows children well, including their interests and capabilities. She sets up her home in a stimulating way, to encourage children's inquisitiveness and motivate them to explore. Young children make good progress. The childminder uses responsive and flexible teaching to extend their learning. They are delighted when she joins them in their play. They grow in confidence alongside her reassurance and praise. Young children coordinate their movements well. They help build structures such as ball runs and have great fun putting the balls down and then watching them travel through the course. The childminder skilfully follows children's lead and gets out additional resources to link closely to their interests and current fascinations, to extend their exploration and learning further. Children delight in more ball play, this time on a larger scale. They show excellent skills for their young age as they kick and throw a ball to the childminder.

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

- The childminder uses her observations of children as they play to assess their learning and help her to monitor their development effectively. She outlines suitable next steps in their learning. She plans stimulating activities and sets out items in her lounge and playroom closely linked to children's interests, to engage them very well.
- Young children behave well, listening respectfully to the childminder when she offers them sensitive reminders about boundaries in place for their safety. They follow her lead, listen to her encouragement and start to develop their sense of responsibility. Children help her tidy away the toys and follow hygiene routines with her support.
- The childminder takes children out into the local community to offer them different experiences, for example at play-based groups, to develop their understanding of the world and social skills.
- Young children's language and communication skills are developing effectively. They listen well to the childminder's patient interactions and explanations, and show good understanding for their age. With the childminder's encouragement, they learn new words and gain confidence in communicating, starting to express themselves and beginning to communicate what they want or need.
- Young children develop positive attitudes to learning. The childminder

encourages them to persevere when they encounter difficulties. For example, when young children struggle to understand how to navigate technological toys and tackle shorting shapes, she helps them to try again or in a different way. With her encouragement, they persevere and are pleased when they get the music to play or when they get the shape in the right slot. The childminder gives children lots of praise. They learn to take pride in their achievements and gain beneficial skills that they will need for their future success.

- Overall, the childminder has developed good relationships with parents. They comment positively on how their children are always so happy to see the childminder and that they are delighted with the level of attention and care that she provides for children. The childminder shares information with them daily about children's care arrangements and experiences. However, she does not consistently support strong partnership working between herself and parents, as well as other settings children attend. She does not encourage a two-way sharing of information with them about children's development, to support continuity of learning and progress for children across all aspects of their lives.
- The childminder shows dedication to the children and families who use her provision. She monitors the progress children make and evaluates the activities that she provides, to ensure continued good outcomes for children. She links with other local childminders to discuss and share good practice and gain new ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her provision is safe and secure, and children are supervised closely. She has a strong knowledge of child protection and effective procedures to support her practice. She keeps her knowledge of safeguarding up to date, including how to protect children from harm and extreme views. The childminder ensures she keeps her home clean, safe and well maintained. She undertakes regular checks of all areas and uses equipment, such as safety gates, to restrict young children's access to higher risk areas.

What does the setting need to do to improve?

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

- improve the sharing of information about children's development with parents and other settings that children attend, to strengthen the consistency in the support children receive.

Setting details

Unique reference number	EY426691
Local authority	Somerset
Inspection number	10125730
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	5
Number of children on roll	12
Date of previous inspection	28 October 2014

Information about this early years setting

The childminder registered in 2011 and lives in Street, Somerset. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder, and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in letters.
- The inspector looked at a sample of the childminder's documentation, including evidence of her suitability and training, and her procedures for safeguarding children.

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

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