

Childminder report

Inspection date: 10 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure. They are confident and self-assured in the childminder's care. Children happily go to the childminder for a cuddle or sit on her lap to complete an activity. She interacts warmly with the children, and consequently they form very secure attachments with her. Children develop good communication and language skills. For example, they excitedly talk about the 'cranes' and the 'trailers', as they build train tracks and play with the toy trains. The childminder introduces words such as 'wiggle' and 'jiggle' to extend children's vocabulary further, as they explore the contents of different-sized boxes.

Children enjoy a wide range of activities outdoors. They make regular visits to the childminder's family farm, where they learn about animals and farm life. They walk through a wooded area and play 'Pooh sticks' on their way to pre-school, and enjoy meeting with the residents of a residential care home. This helps them to develop confidence in their social skills and learn about the local community.

Children's behaviour is excellent. They share and take turns extremely well and confidently manage minor conflicts for themselves. They develop an exceptionally good understanding of right and wrong from an early age. They are very well motivated and have a positive attitude to learning.

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

- The childminder reflects on her practice regularly and uses self-evaluation to help her identify areas for improvement. She constantly reviews the layout of the playroom and rearranges this to provide children with new opportunities to develop their imagination, with den making for example.
- Partnerships with parents are strong. Parents are extremely complimentary about the childminder and the 'fantastic job' she does. They appreciate the safe and loving environment she provides and say that their children's social skills have excelled since attending the setting. The childminder ensures that she communicates effectively with parents, providing them with regular updates about their children's progress and successfully involving them in their children's learning.
- The childminder uses praise effectively to boost children's confidence and self-esteem. She is an excellent role model and children follow her superb example. The childminder uses spontaneous opportunities extremely well to encourage children to think about their behaviour. For example, she cuts a string of beads into pieces, so that each child has their own. Older children demonstrate an exceptionally positive understanding of the importance of sharing, as they invite the childminder to share with them.
- The childminder uses her knowledge and skills developed through training

opportunities very effectively. Since completing a course about boys and mark-making she provides a wider range of activities, using children's interests to engage them more successfully in writing for a purpose. For instance, children enjoyed listening to the story of 'The Jolly Postman' and made a letterbox, using resources such as paint and cardboard. The childminder extended children's learning further as they used paper, stamps and Christmas cards, and made a trip to the postbox to send post home.

- The childminder encourages children to count in routines and activities. They count the number of stairs they climb as they go upstairs to use the bathroom. Children count the number of segments of their satsuma as they skilfully peel them for snack time. However, the childminder misses opportunities to encourage children to name shapes or compare the sizes of different items, to extend their mathematical knowledge further.
- Children access a wide range of resources and choose what they want to do. Occasionally, the playroom floor becomes a little cluttered with toys and resources, which does not ensure that the children have the space they need to move around freely and fully develop their play.
- Children thoroughly enjoy learning about healthy lifestyles. They plant vegetables, such as carrots and peas in the garden, which they harvest and eat. They benefit greatly from fresh air and exercise as they pick blackberries and jump puddles. This helps them to develop good physical skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role and responsibilities to keep children safe. She has good knowledge of child protection and wider safeguarding issues. The childminder regularly updates her knowledge through safeguarding training. She can recognise the signs or symptoms which may be a cause for concern and knows the reporting procedure to follow. The childminder completes thorough risk assessments of the home and for outings she takes with the children. She identifies and removes any potential hazards to provide a safe and secure environment for the children to play.

What does the setting need to do to improve?

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

- provide more opportunities for children to learn about shape and compare different sizes of items to develop their mathematical knowledge even further
- provide more opportunities for children to think about keeping their environment tidy and consistently provide them with the space that they need to try out their play ideas fully.

Setting details

Unique reference number	EY547953
Local authority	Somerset
Inspection number	10109067
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	4
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Chard, Somerset. The childminder works Monday to Friday for most of the year.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- The childminder showed the inspector the areas of her home used for childminding and discussed how she delivers the curriculum.
- The inspector observed the quality of the childminder's teaching and the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector sampled documentation, and read feedback from parents and considered 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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