

Childminder report

Inspection date: 9 January 2020

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 are happy and settle quickly in the care of the childminder and her assistant. Children share close relationships with the childminder, which ensures they feel safe. They engage in lively conversations with her and the assistant, who support their care and learning needs successfully. The childminder has high expectations of the children, and they are confident and self-assured.

Children benefit from fresh air and daily exercise and enjoy a wide range of exciting outings. For example, they visit the woods and listen to the story of 'The Gruffalo' in a similar environment to where the story takes place. They learn about the animals in the book, which enhances their learning further. They enjoy yoga sessions to build on their physical strength and self-confidence. Children are exceptionally respectful and kind towards one another. They share resources and toys extremely well and play harmoniously together. Children get the opportunity to follow their interests through routine activities. They choose items from the 'song bag' and enthusiastically join in with songs and action rhymes. The childminder uses her observations of children's learning well to build on what they already know and can do. All children, including those who are learning to speak English as an additional language, make good progress from their individual starting points.

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

- The childminder uses self-evaluation effectively to help her reflect on her practice and identify areas for improvement. She has developed the outside area to include a mud kitchen and playhouse. She helps the children turn the playhouse into a dental practice, veterinary practice or a fish and chip shop, which has encouraged children's imagination and creativity very successfully.
- The childminder focuses well on supporting children's good communication and language. She engages them successfully in conversation and supports their language by repeating words and introducing new words as they play. She makes learning fun as she uses pictures and rhymes to introduce initial sounds to words, so that children build on their vocabulary and understanding. She liaises very closely with parents of children who are learning English as an additional language to find out keywords in the other language to use in her setting with all children. This helps children to feel valued and included.
- Partnerships with parents are strong. The childminder works very effectively with them to involve them in their child's learning and establish an effective two-way flow of communication, which helps to provide consistency of care and learning. However, partnerships with other settings that children attend are not as effective as they could be. The childminder is not always aware of children's achievements and progress at other settings.

- Occasionally, the childminder works with an assistant. She ensures that he is aware of his role and responsibilities and provides him with good levels of support and guidance to ensure that he knows how to best support children's progress.
- Children's behaviour is excellent. They are exceptionally polite and well mannered. They cooperate superbly with one another, older ones looking out for, and including, younger ones in activities without hesitation. This is attributable to how the childminder models behaviour and listens and responds to children with extremely high levels of respect, setting an excellent example.
- The childminder regularly updates her skills and knowledge, which helps her to broaden the experiences she offers to children and develop her understanding further. For example, she has a better understanding of how children learn in different ways, which in turn has helped her in assessing and planning for children's next steps in development. Children are confident and motivated to learn. They are well prepared for school.
- The childminder counts in routines and activities with the children to support their mathematical development. However, she does not provide many opportunities for older children to count beyond five or use the language associated with addition and subtraction to support their learning even further.
- Children have good opportunities to learn about healthy lifestyles. They are independent at snack time. They wash their hands with minimal support, help to prepare fruit and make healthy choices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very aware of her role and responsibilities to keep children safe. She is knowledgeable about child protection issues and wider safeguarding concerns. She keeps her safeguarding training up to date and knows what to do if she has a concern about children's welfare. She ensures that her assistant is aware of the signs or symptoms which may be a cause for concern and monitors him well. The childminder carries out thorough risk assessments on her home and for the outings she takes with the children. She minimises hazards and supervises children well to help keep them safe from harm.

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 older children to count beyond five and use the language associated with addition and subtraction to extend their learning even further
- develop partnerships with other settings further to share information and promote consistency in children's learning.

Setting details

Unique reference number	EY549780
Local authority	Somerset
Inspection number	10130862
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Martock, Somerset. She provides care from Tuesday to Friday, including before- and after-school care, for most of the year. The childminder holds an early years qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- A tour of the childminder's home and garden was completed and a discussion on how the childminder delivers the curriculum.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector observed the quality of the childminder's teaching and the impact this has on children's learning.
- A range of documentation was sampled, including children's records.
- The inspector read parents' feedback and took their views into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2020