

Childminder report

Inspection date: 9 January 2020

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 applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and nurturing learning environment that helps children feel safe and secure. Children are happy, confident and well settled. The childminder is extremely calm and relaxed in her approach with the children and is a good role model. She talks to children with respect and supports them to understand how their actions may affect others. As a result, children play cooperatively together and show good social skills. Children have developed close, loving bonds with the childminder and go to her for reassurance and support.

The childminder has developed positive relationships with parents. She works in close partnership with them to support children's learning. For instance, she gives guidance and support to help them with any issues at home. They share books between them to learn more about child development. Children have a positive attitude to their learning, behave well and are eager to explore and find things out. For instance, children enjoy making bird feeders in the childminder's garden; they hang them in trees and are intrigued to find out what grows on the childminder's trees.

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

- The childminder plans entertaining, engaging activities that children thoroughly enjoy. For instance, children show good independence skills as they follow a recipe card and weigh out ingredients to make bread. They carefully watch the scales move as they weigh out the flour. However, the childminder's questioning skills are not effective to challenge and extend children's learning even further.
- Children benefit from a range of outings in the local community. For example, they spend time in the local woods where they make dens and cook on a camping stove. This helps to develop children's physical skills outdoors and helps children to learn about risks and how to keep themselves safe.
- The childminder is skilful at telling stories that capture children's attention. For instance, every day she tells the children a story using props and songs. She is animated as she tells the story and children sit and listen intently. The childminder then puts the story props out for the children to play with and make up their own stories.
- The childminder knows what information she will share with other settings that children attend. However, she has not yet developed partnerships with other settings, in order to promote a more consistent approach to children's learning and development.
- The childminder is committed to improving her knowledge and skills, and regularly reflects on her practice and provision. She attends training and carries out her own independent research and reading. Recent training gave her more knowledge on how to support children with any additional speech and language

needs.

- The childminder supports children to learn about how to care for animals well. For instance, children thoroughly enjoy caring for the childminder's chickens; they help to give them water and food. They also learn about good hygiene practices as they use antibacterial gel after feeding them.
- Children have lots of opportunities to develop their literacy skills. For example, children confidently write their names using chalks outside on the patio and draw detailed pictures using chalk indoors. The childminder supports children to develop key skills that will support them with their move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure awareness of child protection procedures, including wider safeguarding issues, such as the 'Prevent' duty guidance. She has strong knowledge of the possible signs to be aware of and the correct procedure to follow to report any concerns. The childminder uses risk assessments effectively to minimise risks to children in her home and when on outings. She understands the procedure to follow should an allegation be made against herself or a family member.

What does the setting need to do to improve?

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

- extend children's thinking skills and provide extra challenge to extend their learning to the highest level
- establish more effective partnerships with other settings the children attend, to promote a more consistent approach to support their learning and development.

Setting details

Unique reference number	EY547676
Local authority	Somerset
Inspection number	10109065
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 4
Total number of places	5
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Frome, Somerset. She offers care for children on Monday to Thursday from 8.45am to 3.30pm, all year round. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector viewed the areas of the childminder's home. She carried out a learning walk with the childminder and discussed her curriculum.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector took account of parents' views through written feedback provided.
- The inspector looked at a range of relevant documentation, including evidence of suitability of the household members, training certificates and children's learning records.

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