

Childminder report

Inspection date: 4 February 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	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder has created an extremely warm and nurturing environment where children have a strong sense of belonging and show high levels of self-esteem. She provides families with tailored settling-in sessions to enable children to feel safe and secure in her care. As a result, children settle quickly and their behaviour is exemplary. Children thoroughly enjoy their time with the childminder. They listen carefully to her and have an excellent understanding of the rules and boundaries in place. The childminder has high expectations for all children in her care. Children form excellent attachments with the childminder and other children. For instance, children show excitement to arrive at the setting and are very eager to join in with their friends' play.

Children are very eager to learn. They have exceptionally positive attitudes towards their play and learning. Children are highly inquisitive and remain engaged for considerable lengths of time. For example, children demonstrate great levels of concentration as they thread different-sized pebbles onto a metal spiral. This supports children to be active learners and encourages them to test out their ideas as they learn. The childminder supports children's learning well in order to build on what they can already do individually and to promote new skills. She uses effective monitoring and assessment to plan activities and experiences based on children's individual interests and what they need to learn next. This supports children to develop well and make good progress in all areas of learning.

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

- The childminder promotes children's mathematical development throughout their learning and play. For instance, she encourages children to estimate the weight of five shells of pasta. They use the weighing scales to test out their ideas and count out how many bows of pasta they need for it to balance with the pasta shells. The childminder skilfully promotes children's knowledge and understanding of shape, size and quantity, using vocabulary such as 'more than' and 'less than'.
- Children are enthusiastic to explore and learn about nature. The childminder uses real-life experiences to support children's understanding. For example, children show interest and curiosity as they observe the changes to different seeds that have been planted over a period of time. Children can clearly watch and learn about the life cycle of a plant, which inspires them to ask questions about trees. The childminder uses books and stories to further promote children's knowledge and understanding of nature and how things grow.
- The childminder works in close partnership with other early years settings children attend. She develops a regular two-way flow of information with other providers to share children's individual progress and next steps. These positive

interactions support children to receive a good level of continuity of care and learning.

- The childminder has developed strong relationships with parents. Children enjoy taking the childminder's soft-toy dinosaur home to involve their parents in joint experiences and their learning. They are excited to tell the childminder about these experiences. For instance, recently families have used the dinosaur to support their children to move into big beds at home, which has positively impacted on children's independence and emotional well-being. The childminder shares detailed information with parents about their child's day and what they have been learning. However, she does not ensure all parents and carers fully understand their child's overall development and help them support this further at home, to enable children to have the best possible outcomes.
- Children benefit from a range of outings within the local community, such as trips to the park, woodland walks and toddler groups. The childminder meets regularly with other childminders to maximise children's interactions and social skills. However, the childminder does not fully promote experiences and learning that enhance children's knowledge and understanding of people and communities beyond their own.
- The dedicated childminder meets regularly with other childminders to share ideas and expertise. She seeks opportunities to further develop her skills. For example, she has recently completed training to develop children's learning outside. The childminder talks passionately about supporting children's outdoor learning and the positive impact it has on their imagination and exploration skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her safeguarding responsibilities. She knows the possible signs and symptoms that may suggest a child is at risk of harm and understands the procedures to follow. She has completed appropriate training to secure her understanding of child protection, including wider safeguarding procedures, such as protecting children who may be exposed to extremist views. She is fully aware of how to report any concerns regarding children's welfare. The childminder keeps the children in her care safe and regularly assesses her provision for any potential hazards.

What does the setting need to do to improve?

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

- develop strategies to actively engage all parents further, to help them fully understand and support their child's overall development and give children the best possible outcomes

- provide children with a range of activities and opportunities to enhance their knowledge and understanding of different people, families and communities beyond their own.

Setting details

Unique reference number	EY421027
Local authority	Somerset
Inspection number	10125724
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	3
Number of children on roll	6
Date of previous inspection	23 September 2014

Information about this early years setting

The childminder registered in 2011. She lives in Wells, Somerset. The childminder is available to care for children on a Tuesday, Wednesday and Thursday all year round. She receives funding to provide free early years education for children aged two, three and four years. The childminder holds a childcare qualification equivalent to a level 3.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- The inspector discussed children's learning and progress with the childminder, including their next steps and interests.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- Discussions took place between the inspector and the childminder at convenient times during the inspection.
- Written and verbal feedback from parents was gathered and the inspector took account of their views.
- The inspector viewed relevant documents, such as evidence of the suitability of household members. She looked at the safeguarding policy and procedures, and the childminder's certificates.

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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