

Childminder report

Inspection date: 12 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form very close attachments with the friendly and approachable childminder, who knows them well and supports their emotional well-being effectively. They arrive happily and are quick to settle into daily routines, feeling safe. For example, they sit on the step to remove their shoes before entering, wash their hands and find their name badge to register their attendance confidently. Children have good opportunities to be physically active and thoroughly enjoy a various range of outdoor experiences. They show great enthusiasm as they test their abilities to climb the climbing wall to the slide. The childminder supports younger children well, providing guidance, encouragement and praise. Children learn to take turns, sharing the bubbles as they gleefully chase and jump on them to pop them. Older children begin to learn to assess risk for themselves. When a child falls over and has been comforted, the childminder encourages children to look at the ground and see what they may have tripped on, to help them manage their movements in the future.

During the COVID-19 pandemic, when parents have been unable to enter the setting, the childminder has worked well with the parents to share information about children's experiences, care routines and their next steps in learning. Parents comment that the childminder has continued to provide ideas for home learning and provided support and advice.

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

- The childminder plans the learning environment effectively to ensure it reflects children's interests and provides opportunities to promote learning across the curriculum. For example, she has organised resources so that even the youngest children can make decisions about their play. Young children relish exploring how their actions cause light and sound when they place the ball in the correct hole on the ball run. The childminder repeats the action, talking through the process, building on what children have learned and remembered, to support their understanding even further.
- The childminder has carefully considered children's needs following their return to the setting. She plans individual experiences to support children where needed, in particular to provide outdoor experiences, reinforce communication and language skills and to encourage independence. For example, the childminder provides clear explanations to children to help them remove jumpers and put coats on independently, giving them time to have a go before providing additional support.
- The childminder provides a safe and secure environment for children to explore. She considers safety well. However, she does not always provide clear explanations to help younger children's understanding of her expectations, for instance why food dropped on the floor needs to be thrown away.

- Older children are confident communicators. They enthusiastically talk about their experiences and relish sharing photographs of themselves and their friends. Children accurately talk through the process of planting a seed, showing their enjoyment and engagement in the focused activity. The childminder questions children about how to care for the seed effectively, to support their thinking further. The childminder shows good understanding of how to build on children's knowledge and to consolidate their learning.
- Children have a positive attitude to learning and are keen to share stories. The childminder uses this opportunity to engage younger children. For example, when children point and say, 'daddy sitting' the childminder extends language well by saying, 'yes, daddy sitting in the car'. However, the childminder does not always ensure that these group activities engage all children.
- Children build strong friendships and show concern for their friends, for instance when they fall over. Children are helpful such as offering to help push a friend on the swing. Older children are beginning to resolve conflicts for themselves. They negotiate how many turns they can have with a particular toy before sharing it. Older children listen well to instructions and work together to find solutions. They divide the drinks bottles equally to carry and put in a buggy before they go to the park.
- The childminder has made good progress since the last inspection, particularly in accessing relevant training to improve her care for children with special educational needs and/or disabilities. She works closely with the parents and other agencies to monitor children's progress. She plans inclusive activities to support children's communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date through attending regular training courses. This includes wider safeguarding issues such as the effects of domestic violence on children. She is alert to the possible signs and symptoms which may identify children are at risk of harm and understands her responsibility to report concerns to appropriate agencies. The childminder uses detailed risk assessments to keep children safe on outings. Children listen carefully to instructions and wait at designated points on the walk to the park. The childminder maintains an accurate record of children's attendance and follows up on absences to maintain children's welfare.

What does the setting need to do to improve?

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

- make consistent use of opportunities that arise to explain to younger children the reason for rules and expectations to help their understanding

- use group story times more effectively to engage all children.

Setting details

Unique reference number	EY440526
Local authority	North Somerset
Inspection number	10111857
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	21 May 2019

Information about this early years setting

The childminder registered in 2012. She lives in Weston-super-Mare in North Somerset. The childminder operates from Monday to Friday, all year round, except bank holidays and Christmas. She provides funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A learning walk was completed with the childminder to discuss how she organises the provision, outings and the curriculum.
- The inspector accompanied the childminder and the children on a trip to the park.
- The inspector observed the childminder's interactions with children and talked to her about children's learning.
- The inspector spoke to parents and children at the time of the inspection and considered the written views of parents.
- The inspector reviewed documentation, including policies and procedures.

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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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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