

# Childminder report

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Inspection date: 24 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are confident and emotionally secure in the childminder's home. They arrive happy and are pleased to see their friends and the childminder. Parents are not currently entering the premises, due to procedures for the COVID-19 (coronavirus) pandemic. However, the childminder continues to share important information with them to ensure a consistent approach to children's care and learning. Children play a key role in making decisions, such as where to play. They learn to share, think of others and make independent choices.

The childminder prepares children well for school. She places a good focus on children's language and communication skills. For example, she models the correct pronunciation of words and narrates children's play. The childminder helps children to become independent in managing their personal care successfully. They understand the importance of hygiene, healthy eating and exercise. Children develop a love of books and use them throughout their activities. For example, they use them to recall the life cycle of a frog and sit together happily listening to a story being read to them. They follow the story, turning the pages appropriately, joining in with familiar words. Children make up their own stories and display good imagination. Children count with confidence and recognise some numerals. All children make good progress.

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

- The childminder knows the children well. She monitors their progress effectively to know what they can do and identify the priorities for what they need to learn next. She works closely with parents to enable them to support children's learning at home. For example, parents comment on successful behaviour management and potty training.
- The partnership with parents is strong. The childminder works closely with them to help children settle. When children did not attend due to the pandemic the childminder kept in touch. She sought additional information on children's return to know how to support them best.
- The childminder has a strong commitment to developing her practice and attending training. Recently she has improved her knowledge of Makaton, a form of sign language, to support children with speech concerns more effectively. She is now implementing ways of focusing on children's uniqueness to develop her planning further.
- The childminder plans an exciting environment with a wide range of resources, indoors and outdoors. Children select from these independently, leading their learning, although, on occasions, children are distracted from concentrating.
- Children positively notice people's similarities and differences. For example, they use small world toys to talk about people who help us and link this to their own

family experiences.

- The childminder listens and responds well to children. She notices what they are interested in and uses this to motivate their learning. For example, children find a tape measure and she demonstrate how to use it. Children copy and practise using their new skill in their play.
- The childminder plans good activities where children have first-hand experiences to extend their knowledge. For example, they use recipe cards to make dough, using a range of tools. They count how many spoonfuls they need and recognise ingredients. However, children's opportunities to make predictions and test their ideas are not as well supported.
- Children have good relationships with each other and the childminder. They behave well and the childminder provides a calm role model. She has high expectations and children respond positively. For example, they use the environment with respect and treat each other with kindness.
- The childminder supports children effectively with being inquisitive and asking questions to find out what they want to know. For example, children ask about flags on a ship. The childminder clearly explains these are sails and when the wind blows it moves the ship.
- Children enjoy being outdoors. They recall previous learning, such as noticing a wasp had built a door on their bug house and their sunflower is starting to grow. Children develop their imagination well. For example, they pretend to cook using one natural resource to represent another. They then use an old microwave to revisit the way they made dough earlier, making links across their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with all aspects of child protection. She ensures she knows how to identify when children may be at risk of harm and deals with concerns quickly to protect them. The childminder maintains her first-aid qualification and keeps accurate records of accidents and medication administered. The childminder provides good support so that children recognise risks and solve problems for themselves. For example, under her close supervision young children gain the confidence to use a small slide. Older children practise road safety in the garden and then know how to keep safe on outings.

## What does the setting need to do to improve?

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

- help children to concentrate fully on their learning
- develop the opportunities for children to make predictions and test their ideas.

## Setting details

<b>Unique reference number</b>	EY552132
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10175009
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and works with her co-childminder in Weston-Super-Mare, Somerset. She provides care each weekday, all year. The childminder receives funding to provide free early education for children aged two, three and four years. She holds an early years qualification at level 6.

## Information about this inspection

### Inspector

Elaine Douglas

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder led the inspector on a learning walk of the environment to discuss her curriculum.
- The inspector observed activities and the quality of teaching.
- The childminder and inspector carried out a joint observation.
- Parents' and children's feedback on the provision were taken 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.

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