

Childminder report

Inspection date: 28 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are confident and happy in the childminder's home. They are emotionally secure to try new activities and skills, indoors and outdoors. Children grow in confidence as they become increasingly independent. For example, they wash their hands and help to prepare the table for snacks and meals, and tidy up at the end of activities. Children become confident communicators. The childminder engages them in discussions around their interests, and children are inquisitive and ask questions to find out what they want to know. For example, children watch a water wheel and consider how the bottom wheel is turning. The childminder explains and demonstrates how one wheel turns the next as the water passes through. Children watch closely with awe as they discover cause and effect. Children's literacy skills are developing well. They use books independently and are excited to take part in activities. For example, children search through jelly to find letters they recognise, such as letters in their name, and match them to pictures, such as 'd' for 'dog'.

Due to the COVID-19 (coronavirus) pandemic, parents cannot currently come into the setting as they would do normally. Instead, they have daily discussions at the door and use information technology to share information and communicate further. Parents confirm how much their children love attending the setting, and how well the childminder knows their children and sensitively meets their needs.

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

- Children learn well through trial and error. The childminder provides good support. She demonstrates how to use equipment and enables them to have enough time to explore and practise for themselves. For example, young children and those with special educational needs and/or disabilities (SEND) watch with fascination as the childminder demonstrates how to make a sandcastle. Children then persevere and as the childminder shows her delight at their achievements, children want to keep trying.
- The childminder makes regular observations to know what children can do and what they need to learn next. She plans well around children's interests to engage them successfully in their learning and development. However, she does not provide opportunities to support children's next stages of learning as they play, to help them make even better progress.
- Children have good opportunities to follow their own ideas and learning. For example, children ask for a flag for their sandcastle and the childminder suggests making them. Children choose the colour card they want to use and then make their own designs, such as a rainbow, and cut them out. This develops their physical and creative skills well.
- The childminder continually evaluates her practice to identify effectively where to make improvements to her curriculum and focus her professional

development. For example, she is addressing ways to support children's development in information and communication technology. She is using research to develop her knowledge while waiting for training to support children with SEND.

- Children behave well. They are polite and share resources. The childminder is quick to recognise where children need additional support to manage their behaviour. She is a sensitive and calm role model. Children have secure attachments and good relationships with each other and the childminder. Children develop their skills and a positive attitude to learning, which prepares them well for their next stage of learning.
- The childminder provides good supervision for children and quickly intervenes to keep them safe. She provides good opportunities for children to challenge themselves as they play and learn. For example, children practise using scissors, gaining control and skill through repetition. However, opportunities for children to consider risks and identify ways to protect themselves are not as well established.
- The childminder provides good support for children with SEND. She reads their body language and signs well, which helps her to meet their individual needs successfully. The childminder works closely with parents and outside agencies to have a consistent approach to children's care and development.
- Partnerships with parents are strong. The childminder seeks good information before children start at her setting, to enable her to plan for them straight away. The childminder shares her planning with parents so that they can support their children's development at home and contribute to their learning with the childminder. All children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended recent training on all aspects of safeguarding children. This helps her to have a good knowledge of how to identify if children are at risk of harm and the procedures to follow to protect them. The childminder carries out daily risk assessments of her premises. She identifies any potential hazards and takes appropriate action to minimise risks to children. She provides good equipment to help children to develop their independence safely, such as steps to reach the sink to wash their hands. The childminder implements her policies and procedures effectively and organises her documentation well to protect and promote 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:

- extend the focus on the the next stages of children's learning as they play and

support their development further

- help children to consider and manage risks for themselves.

Setting details

Unique reference number	2506689
Local authority	Somerset
Inspection number	10191848
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Houndstone area of Yeovil. She operates from Monday to Friday all year round. The childminder provides funded early education for four-year-old children. She has an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector took account of parents' views.
- The childminder and the inspector held a discussion about the curriculum and learning environment, safeguarding and leadership.
- The inspector observed the quality of education and spoke with children.
- The childminder and the inspector carried out a joint observation.

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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