

Childminder report

Inspection date: 10 August 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 interact easily with their friends and play happily. They have fun making cakes together. They count out how many spoonfuls of flour and sugar they need, and then add one more. Children like to have a go at cracking the eggs on the side of the bowl. They stir the ingredients together enthusiastically. Children are developing their understanding of appropriate boundaries well. They learn to share and respect the needs of others. The childminder and her assistant are keen to help children make progress and support their ideas well in their play. For example, older children like learning about different animals. They listen intently to a favourite story about a monkey, and talk about the other animals they see in the pictures. Younger children like looking through an interactive book and point out familiar objects to the childminder. Children talk to a visitor about a colourful caterpillar they saw on their walk and confidently describe what it looked like. Children respond well to the childminder and her assistant. They feel safe in their care and go easily to them for cuddles. The childminder kept in close contact with children and families during the COVID-19 (coronavirus) pandemic. She provided activities to help parents support their children's learning. Parents spoke positively about the procedures the childminder follows to help prevent the spread of infection and keep their children safe.

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

- The childminder and her assistant have worked well together since the last inspection to make improvements. They discuss the effectiveness of their practice and how they can support children's learning further. For example, they now provide a more varied curriculum of activities to follow children's interests.
- Children like to learn about healthy foods. They talk with the childminder about her chickens, and when they might be able to collect some eggs. Children help to grow some tomatoes and strawberries. They tell the childminder that cheese comes from the milk of cows, goats and sheep.
- The childminder and her assistant continue to develop their knowledge and skills. They have raised their understanding of how to support children's emotional well-being. In addition, they have learned different ways to promote children's early mathematical awareness through play. For example, they reinforce counting and use of the written numeral well through water-play activities.
- Children learn to listen to others, behave well and say, 'please' and 'thank you'. They use language well to express their ideas and talk happily together about what they like doing each morning.
- The childminder and her assistant observe children's play and monitor their achievements well overall. They help children prepare for going to school. However, they do not always identify children's next steps of development as

accurately as possible, such as to help them provide more targeted support within all planned activities.

- Parents spoken with were positive about the support the childminder and her assistant offer them. The childminder liaises with parents about any extra support their children may benefit from. She works with parents to ensure all children have the opportunity to achieve and make progress.
- Children become absorbed chalking pictures and shapes, and say they have drawn some blue water, or a shark with teeth. They are keen to draw and make marks. However, the childminder has not considered further ways to strengthen children's arm muscles, to help them gain more control with their early writing skills.
- The childminder supports children's understanding of nature and their community. For example, children like to walk to the nearby river with the childminder and see how high the water level is. They remember that they sometimes see the heron that lives there. Children learn how to help the childminder care for her pets. They like to stroke the rabbit and guinea pigs, and know that they need to be quiet and gentle with animals so as not to frighten them.
- Children develop an interest in books. They are keen to join in with repeated refrains from a favourite story. They eagerly say, 'No, no, no, that's not the parrot'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant continue to update their safeguarding knowledge. They are clear on procedures to follow should any concerns arise about children's welfare. The childminder assesses potential risks to children's safety in the home and on outings. She has gated the kitchen and stairs to help prevent children's unsupervised access. In addition, she has fitted locks on lower cupboards where cleaning materials are stored. The childminder gives consideration to emergency evacuation procedures and how to manage these effectively.

What does the setting need to do to improve?

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

- focus on children's next steps of development more precisely during planned activities, to help them make the best possible progress in their learning
- provide more opportunities for children to develop all aspects of their physical abilities, such as to support their early writing skills more effectively.

Setting details

Unique reference number	EY428277
Local authority	Somerset
Inspection number	10136891
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 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 December 2019

Information about this early years setting

The childminder registered in 2011 and lives in Ilchester, Somerset. She works from Monday to Friday, from 7.30am until 6pm, all year round. The childminder holds a childcare qualification at level 3. She works with an assistant who has a qualification at level 2. The childminder receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Mary Daniel

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 inspector observed children's interactions in play, indoors and outdoors, and had discussions with the childminder about the curriculum that she and her assistant deliver.
- A sample of documentation was reviewed by the inspector, including qualifications and first-aid certificates.
- The childminder and the inspector completed a joint observation of an activity and had discussions about children's learning.
- The inspector took into account the spoken views of parents.
- The inspector spoke with the children about their play.

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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