

Childminder report

Inspection date: 14 September 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are confident and happy in the childminder's home. She has worked hard to reassure children and support their personal, social and emotional development since the COVID-19 (coronavirus) pandemic. Children now love being outdoors and have warm, caring relationships with each other and the childminder. Young children talk about being best friends and spontaneously go to the childminder for cuddles. Children understand the value of a healthy lifestyle. They learn to be independent in managing their hygiene, as well as understanding the importance of oral health and healthy eating.

Parents do not enter the premises as they did before COVID-19 but share information with the childminder through daily discussions at the door and using technology. The childminder works effectively in partnership with parents, such as to support children's potty training and self-care skills. The childminder has introduced more ways of involving parents in their children's learning. For example, they now send postcards of any trips they make with their children. The childminder uses this well to help children learn about the wider world and to prompt their discussions. Parents cannot praise the childminder enough on how safe and secure they feel their children are. They comment on how much they value the support the childminder gives to their whole family.

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

- The childminder has ensured she is aware of the changes to the regulations and seeks support when needed. She is booked on training to develop her knowledge further. The childminder keeps developing her practice through online training and since her last inspection has improved her teaching of children's mathematical development. For example, children count stones as they use them to make a picture, recognise written numerals as they excitedly squirt water at them and learn about volume as they fill up containers.
- The childminder gives children clear instructions, demonstrates what children need to do and gives them plenty of time to explore and practise for themselves. She successfully helps children to consolidate their new knowledge and skills through recall and repetition in different activities. For example, children make a bug house and discover snails. Later, they recall that the snails' eyes are on the end of their tentacles, as they use magnifying glasses to look closer.
- Through essential observation and assessment of children's learning, the childminder supports children effectively in preparing them well for their next stage of development and school. Children are independent in their self-care skills, confident communicators and are beginning to recognise letters and numbers. Children spontaneously use pencils. For example, they notice different birds and a squirrel coming to eat in the garden and keep a record of this.

- The childminder introduces new words to extend children's vocabulary successfully. For example, she explains to children the meaning of transparent and opaque, helping them to explore this for themselves. However, she sometimes asks children closed questions, which they do not answer and does not give them enough time to respond before answering for herself.
- Children develop a positive awareness and understanding of people's differences. The childminder sensitively supports children in being respectful of all living creatures. For example, they are reminded about being gentle with snails and the childminder compares their differences and feelings to the children's own.
- The childminder has appropriately high expectations of children's behaviour. She is very consistent and fair and praises children for being gentle and kind. She reinforces good manners and provides good support for children to manage their emotions. So, children are polite, helpful, calm and behave well.
- Children listen well and are curious, wanting to explore the extensive resources in the exciting environment. The childminder makes certain children have everything they need, such as craft materials to make labels for their seeds they planted. She helps children to manage tasks for themselves, such as cutting sticky tape. However, she occasionally tells children how to solve a problem and gets further resources, instead of helping them to consider this for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular training, to keep up to date with safeguarding procedures that ensure they know what to do about all aspects of safeguarding children. The childminder has a good understanding of signs which may indicate a child is at risk of harm. She supports children well with managing their own safety. For example, children learn to use knives safely, under strict supervision, from a young age. Older children use technology under parental control and are supported in understanding possible risks.

What does the setting need to do to improve?

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

- build on ways to ask more open-ended questions and give children enough time to think and respond, to further develop their language and communication skills
- extend knowledge and understanding of how to help children to consider problems and find solutions for themselves, to enhance their thinking skills.

Setting details

Unique reference number	142325
Local authority	Somerset
Inspection number	10125453
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 11
Total number of places	12
Number of children on roll	18
Date of previous inspection	12 May 2016

Information about this early years setting

The childminder registered in 1999 and lives in Wells, Somerset. She employs an assistant and cares for children 47 weeks a year, including before and after school. The childminder offers occasional overnight and weekend care.

Information about this inspection

Inspector

Elaine Douglas

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.
- The childminder led the inspector on a walk around the setting to discuss how they use their environment to implement their curriculum and discussed the safety and suitability of the premises.
- A joint observation was carried out by the childminder and inspector.
- The inspector observed the quality of education, spoke with the childminder and assessed the effectiveness of safeguarding and care procedures.
- The inspector spoke with the childminder about the management of her provision and sampled documentation.
- Children's and parents' written views 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021