

Childminder report

Inspection date: 16 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is kind, caring and attentive. Babies and children settle quickly in the nurturing environment. They develop secure relationships with the childminder and her husband, who works as her assistant. Babies' individual needs and routines are followed closely to ensure their well-being is supported. The childminder has focused closely on building children's confidence and social skills, particularly after children experienced periods of isolation from their friends because of the COVID-19 pandemic. The childminder takes children out into the local community to offer them different experiences, for example at play-based groups, to develop their confidence in new situations and their social skills. Children are making good progress in their learning and gaining a good range of skills.

Children are taught how to keep themselves healthy, for example by regular thorough handwashing and understanding the importance of taking care of their teeth. Children are more positive about oral hygiene because of the enjoyable activities the childminder provides. Parents are full of praise and say that these have really helped them with the children's teeth brushing routines at home. The childminder manages children's behaviour effectively. She uses a calm and consistent approach, patiently persevering with her explanations to help children understand expectations. Children learn to share toys, take turns and begin to play cooperatively together.

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

- The childminder has enhanced her home since the last inspection and particularly in response to the COVID-19 pandemic. She now has a separate entrance that conveniently leads to her playroom and garden. She has added an outside toilet and handwashing facilities, to help her support young children's care needs more effectively during extended periods of play in her garden. The childminder has created well-organised spacious areas, indoors and outside, that spark children's curiosity and motivate them to explore.
- The childminder monitors children's progress, identifies any gaps and makes plans for the next steps in their learning. Overall, the childminder implements her planned curriculum well and ensures that children make good progress. However, during some adult-led activities, she does not implement her plans fully or make the most of available learning opportunities. This means that occasionally children are not as engaged in activities and their learning does not develop as much as it could.
- Children's communication is developing well. Children show their understanding as they respond to the childminder's or her assistant's questions and follow their instructions. Older children take turns in conversation well. Babies excitedly babble as they crawl about, and toddlers knowledgeably start to name items.

The childminder extends their emerging speech, copying and extending the sounds they make and modelling appropriate words.

- Partnerships with parents are good and the childminder links closely with other settings children attend, establishing an effective two-way flow of information. They share children's achievements and plans for their future learning, to provide a consistent approach for children. The childminder works with parents to promptly seek support for children from outside professionals, such as speech therapists, and help close gaps in children's learning.
- The childminder develops children's independence well overall. She offers them praise as they try things for themselves, building their confidence. Young children take their shoes off themselves. They are keen to help sweep leaves off the slide and at times help to tidy up the toys. However, the childminder does not consistently encourage older children to develop their self-help skills as much as possible, in readiness for their move on to school.
- The childminder supports children's literacy and mathematics skills effectively. Children talk about the sizes of items. They count and learn about quantity and capacity. They develop their coordination well as they use utensils to mix and pour items during messy play activities. Children use chalks and other items to explore making marks. They enjoy story time and show an interest in books.
- The childminder works closely with a local childminding network to develop her practice and skills. She uses training to introduce interesting new activities for children, for example to develop their coordination and physical skills in readiness for their early writing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are familiar with the procedures to follow if they have concerns about a child. They have attended a range of training, such as child protection, first aid and food safety. This ensures they have the most up-to-date information and knowledge to lead their practice and help them keep children safe and well. The childminder and her assistant carry out thorough risk assessments of their home and garden and when taking children on outings. They are vigilant as children explore and they give them prompt reminders on safe practices to ensure children stay safe as they play.

What does the setting need to do to improve?

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

- implement adult-led activities more thoroughly and make the most of the planned learning opportunities
- develop children's sense of responsibility and their independence skills even further.

Setting details

Unique reference number	EY461639
Local authority	Somerset
Inspection number	10207314
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	0 to 4
Total number of places	5
Number of children on roll	17
Date of previous inspection	14 September 2016

Information about this early years setting

The childminder registered in 2013 and lives in Frome, Somerset. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder regularly works with an assistant. She holds an appropriate qualification at level 3. The childminder provides funded early education for children aged three and four years.

Information about this inspection

Inspector
Rachel Howell

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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in emails.
- Relevant documents were reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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