

Childminder report

Inspection date: 18 January 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder shows dedication to the children and families in her care. Children are happy and relaxed in the nurturing environment that she provides. They have secure and trusting relationships and strong bonds with her. The childminder adapted her provision and provided thoughtful support for families during the COVID-19 pandemic. She kept in touch with those not attending through regular messages and video calls, helping her to maintain relationships with the children. The childminder has focused closely on building children's skills since they have returned to her provision. She has a friendly manner and children grow in confidence alongside her reassurance and praise. 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 keen to explore and motivated to learn. They enjoy investigating art and craft resources. Younger children use painting pens and glue sticks effectively and older children carefully and effectively use stencils. Outside, children explore making marks with chalks, carefully fill containers and create sandcastles with wet sand. They make mixes at the outdoor kitchen. Children concentrate as they fill and carry items to the table, imaginatively setting out a picnic. They develop their coordination effectively and gain dexterity and strength that will support their future learning.

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

- The childminder uses her observations of children as they play to assess their development. She is experienced and understands how children learn. The childminder outlines what children need to learn next and plans focused activities and support to help them achieve these. She promptly seeks support for children from outside professionals, such as speech therapists, and helps close gaps in children's learning. Children make good progress, including those in receipt of specialist funding.
- The childminder shares information with parents, carers and other settings children attend. This is through a variety of means, such as regular messages and daily chats, particularly when children are collected at the end of the day. She develops a consistent approach to the support children receive, to help close gaps in their learning and ensure children make good progress.
- Young children gain confidence in their abilities and start to enjoy doing things for themselves. The childminder offers them encouragement and praise. Children wash their hands before meals and cut up their fruit at snack time. They put away toys and find their socks or shoes when it is time to go outside. The childminder offers children prompt support to help them learn to share, take

turns with toys and appreciate the needs of others. Children acquire useful skills to prepare them for their move on to pre-school or school.

- Overall, the childminder supports children's communication skills well. She develops their concentration, listening and understanding very effectively. However, at times, the childminder does not make the most of opportunities to encourage children to express themselves and develop their speech further.
- The childminder helps to support children's healthy lifestyles. Young children enjoy healthy fruit for their snack, and drinking water. The childminder sets out activities in her garden and has added all-weather surfaces to support children's access all year round. She takes children out into the local community to offer them different experiences, such as visits to the local farm parks, village shops and nearby play parks, in order to support their physical development and understanding of the world.
- The childminder has memberships with professional associations, and links closely with regional advisers and the local childminding network to discuss and share good practice and gain new ideas. She seeks training opportunities, implementing new strategies to help her to continue to support children's progress and outcomes, and to obtain ideas to develop her provision. The childminder has changed her practice more recently. She has pulled back from the in-depth paperwork and recording of children's learning she previously undertook, in line with new requirements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out thorough risk assessments of her home and keeps it clean and well maintained. She ensures that children can explore safely and implements arrangements carefully across the rooms downstairs in her home. The childminder offers children reminders as they play, to help them follow safe practices and boundaries in place for their safety, such as not climbing on the furniture. She knows what action to take if she has concerns about a child in her care. Furthermore, the childminder regularly undertakes child protection training to help keep her knowledge up to date. She uses this, and knowledge gained from other training, research and reading, to review and improve her procedures.

What does the setting need to do to improve?

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

- support children's communication and emerging speech even more closely.

Setting details

Unique reference number	EY431690
Local authority	North Somerset
Inspection number	10125741
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 March 2016

Information about this early years setting

The childminder registered in 2011 and lives in Congresbury, Somerset. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for children aged two and three years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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 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 letters and email messages.
- Relevant documentation was 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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