

# Childminder report

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Inspection date: 1 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is good

Children are happy, settled and emotionally secure in the childminder's home. They explore the wide range of resources and lead their learning. For example, older children enjoy finding out the different ways to play percussion instruments. The childminder provides good support, such as helping babies to see that although some instruments all look different, they are all shakers. Children are confident communicators. They enjoy daily stories and singing, developing their language skills well. The childminder successfully helps children to recall past learning. For example, she encourages them to remember going to her allotment and how they helped the plants to grow. Children laugh as they recall riding in the wheelbarrow.

The childminder ensures children of all ages are included in their learning. For example, older children learn the names of shapes as they build with blocks, making cylinder buildings with triangles as a roof, while younger children explore a shape sorter. Older children make links in their learning, for example recognising a triangle again when playing with instruments. Parents do not enter the setting but confirm how effectively the childminder works with them, sharing important information to provide consistent care and learning for their children.

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

- The childminder seeks good information on children's starting points. She knows what children can do and what she needs to do to build on this, using their interests to motivate their learning. The childminder uses her observations effectively to monitor children's development and seek help quickly if needed, to ensure all children make good progress. She provides good opportunities for children to develop across all areas of learning, preparing them well for school.
- The childminder plans the environment effectively, so that children can make choices. She helps them to consider their own safety, for example putting resources away to make space before getting others out. The childminder sensitively supports the youngest children in engaging in activities while giving reassurance to help them develop their confidence. However, she sometimes packs resources away too quickly, especially after adult-led activities, when children clearly have not finished with them. The childminder distracts them with different resources, not always giving them time to get thoroughly absorbed in what they are trying to do.
- Children's behaviour is exemplary. They understand the childminder's expectations and have an excellent awareness of routines. Children are very inquisitive and even babies become engrossed in stories, concentrating extremely well. Children use trial and error highly effectively to achieve their goal, for example persevering with different pieces until they make a train track join up. Children are exceptionally proud of their achievements and become

highly resilient. For example, after older children put on their boots independently, the childminder asks what they have forgotten. Having realised they need to put their puddle suit on first, they happily remove their boots and start again.

- The childminder uses daily routines well to support children's independence and understanding of safe and healthy practices. For example, at snack time, children know to push up their sleeves and go to wash their hands. Even babies are eager to have their turn. Older children pour their own drinks and butter their toast, understanding why they need to be careful with knives. The childminder reads stories while the children eat, to extend their understanding of healthy eating and caring for their teeth. She provides a good role model, explaining to children why she too drinks plenty of water.
- The childminder continues to evaluate her provision and to develop her knowledge and skills. Parents confirm how much they appreciate the childminder's advice and support. For example, she uses her own research and training to help parents with fussy eaters and potty training. Parents enjoy reading to their children the books the childminder sends home and cooking the vegetables children grow in her allotment. The strong partnership with parents has a positive impact on children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training to keep up to date with all aspects of child protection. She has a good knowledge of what signs to be aware of and what to do if she has any concerns that children may be at risk of harm. The childminder provides good supervision of children and carries out effective risk assessments to keep them safe. She supports children well in managing appropriate risks and developing a good awareness of their own safety, such as road safety and using tools at the allotment.

## What does the setting need to do to improve?

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

- help children to sustain their concentration and extend their learning through using resources in their own way, particularly in adult-led activities.

## Setting details

<b>Unique reference number</b>	141997
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10125449
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	27 July 2015

## Information about this early years setting

The childminder registered in 2001 and lives in Bridgwater, Somerset. She operates Monday to Friday, throughout the year, from 7.30am until 6pm. The childminder holds an appropriate early years 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 childminder led the inspector on a walk around her premises and discussed her intentions for children's learning and the safety of the premises.
- The inspector observed the interactions between the childminder and the children, indoors and outdoors, and assessed the impact that this was having on children's development.
- The childminder and the inspector carried out a joint observation on a planned activity.
- The inspector took account of parents' questionnaires and written feedback left for the inspection, and spoke with the children.
- The inspector spoke with the childminder at convenient times throughout the inspection, assessed her safeguarding knowledge and sampled documentation.

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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