

Childminder report

Inspection date: 25 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Young children settle quickly and develop secure relationships with the childminder, who is kind, caring and attentive. When children become upset, the childminder quickly reassures them with a cuddle. She knows their routines, recognising when they are hungry, tired or unwell, and quickly and thoughtfully supports them. Young children behave well. They listen respectfully to the childminder. She helps children promptly when they need occasional support, to learn to share toys and take turns, and they begin to play cooperatively together.

The childminder assesses and re-evaluates children's learning regularly, focusing her planned curriculum on children's development needs. She takes children out into the local community to offer them different experiences. Children visit play-based groups, to develop their confidence in new situations and their social skills. Young children gain dexterity and strength using tools and equipment. They make marks with chalks, and paint with water outside, marvelling at the effects they create. Young children gain confidence in doing things for themselves. The childminder offers them ideas and encouragement, to help them achieve each step. Children concentrate very well as they cut up fruit for their snack with safety knives. They manage zips with the childminder's help and are proud of their achievements. Children gain a good range of skills, including two-year-olds in receipt of funding.

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

- The childminder works closely with parents from the outset. She gathers lots of information to get to know children and help them settle into her provision. The childminder maintains a regular two-way flow of information with parents about children's care and learning, to help support a consistent approach. Parents say that they have seen great improvements in their children's development since being in the childminder's care.
- Children's communication is progressing well, including children who speak more than one language. The childminder is friendly and chatty. Young children really enjoy her company. They listen and show their understanding as they follow her instructions. Children eagerly and confidently start to communicate what they want or need. They take the childminder by the hand to show her things. They excitedly babble and chat as they explore, and clear words start to emerge in their speech.
- The childminder ensures that her home is safe, clean and well maintained. She has a wealth of interesting toys and resources in her playroom. However, although many of these are stored in containers at a low level, children are not able to access all of these independently. Consequently, they are not able to follow their interests easily as they play.

- The childminder encourages children's healthy lifestyles. She works closely with parents to support a healthy diet, as well as to ensure that she follows cultural and family preferences. Young children enjoy nutritious meals and drinking water. They learn good hygiene practices. The childminder offers reminders and makes these routines enjoyable. She sings a song with the children so that they wash their hands for a suitable amount of time. Young children are inspired to learn about nature, as they grow a range of items with the childminder. They also enjoy being active in the fresh air, using the little slide and other equipment in her garden.
- The childminder monitors children's progress, identifies any gaps and makes plans for the next steps in their learning. Overall, the childminder's implementation of her planned curriculum ensures children make good progress. However, at times, she does not fully think through the set-up of her activities and areas to ensure that she minimises distractions for children, particularly in her garden. This means that occasionally children do not fully engage in planned activities and their learning does not develop as much as it could.
- The childminder uses memberships of professional organisations to undertake online training, to develop her knowledge. She links closely with the local childminding network and regional local authority adviser, to obtain good practice ideas. She thinks about what she provides for children and gathers the views of parents regularly to help her identify areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong awareness of child protection. She keeps her knowledge of safeguarding up to date through a range of training. She is fully aware of the correct procedures to follow should she have concerns about a child's welfare, staying alert to possible signs of harm or abuse. The childminder uses safety gates and locks on doors to limit young children's access to higher risk areas such as the stairs and kitchen. She supports young children sensitively as they eagerly explore. She allows them the freedom to move around independently and practise their developing physical skills on small steps and different levels, while still ensuring they remain safe.

What does the setting need to do to improve?

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

- implement the curriculum thoroughly, following children's learning needs and interests more readily, and support children's learning and development to the highest level.

Setting details

Unique reference number	2534247
Local authority	North Somerset
Inspection number	10215161
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 10
Total number of places	5
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Nailsea, Somerset. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for children aged two 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 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 questionnaires and emails.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications. 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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