

Childminder report

Inspection date: 2 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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

Children are happy and settled in the childminder's care. They form strong and affectionate bonds with the childminder and show that they feel very safe and secure in her welcoming home. Children confidently communicate their needs, which are met promptly and sensitively by the childminder. They turn to her for cuddles if they are tired or need reassurance and are keen for her to join in with their play. The childminder plans and provides interesting and challenging activities. Children persevere when they encounter difficulties, for example when they build with natural materials. They keep trying until they have accomplished what they set out to do and are proud of their achievements. Children demonstrate consistently positive attitudes to their learning.

The childminder is an excellent model for children's behaviour. She is calm and speaks to children with genuine respect. Children behave exceptionally well and are extremely thoughtful. They notice if a friend needs help and quickly go to their side to offer support. Children know not to run indoors because of the danger to themselves and others and that they 'might get hurt'. Children are especially polite. For example, without prompting, children say 'thank you' as the childminder passes their snack to them.

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

- The childminder has designed an ambitious curriculum. She observes children frequently and plans appropriate next steps in learning which are linked to their individual interests and abilities. The childminder is aware of the possible effects that the COVID-19 pandemic has had on children's learning and development, such as their social skills. She regularly reviews children's development and closes any gaps in their learning quickly through games and activities. Children make good progress and are ready for their next stage of learning and school.
- Children have immense fun during imaginative play activities. They become deeply involved and concentrate intently for extended periods as they pretend to serve 'cucumber ice creams' to the childminder. The childminder skilfully introduces children to mathematics as they play. For example, she helps children to count and recognise numerals.
- Children get plenty of opportunities to make marks as they take part in drawing, painting and water activities. They enthusiastically ask the childminder what she wants to eat at the 'beach café' and attempt to write down her order. This helps to strengthen their smaller hand muscles in preparation for writing at school.
- Parents speak highly of the friendly and 'home away from home' service provided by the childminder. They value the regular photographs and information they receive about their children's learning through secure online sites. Parents share very positive feedback about their children's increased

confidence and social skills.

- The childminder supports children's early communication skills successfully. She chooses familiar books that children love and she reads with children in an engaging way. The childminder introduces new vocabulary, such as 'wafer' and 'ice-cream sundae'. She models the correct pronunciation of words and gives children enough time to respond to her questions. Toddlers use new words in their play. Older children confidently articulate their ideas using complex sentences.
- The childminder continually reviews her provision and looks for different ideas to extend children's learning opportunities. She researches information on the internet and completes training courses to develop her knowledge. For example, she has increased her awareness of how to support children's emotional well-being further. The childminder forges strong links with other settings children attend.
- Children have a range of opportunities to be physically active. They go for walks to the local park where they use a range of equipment which enhances their physical skills. The childminder supports children's oral health well. For instance, she helps children to practise brushing their teeth. The childminder provides healthy and nutritious snacks. Children know to wash their hands after going to the toilet. However, on occasion, the childminder does not remind children to wash their hands before eating their snack.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding and child protection. She knows the possible signs of abuse and what actions to take should she have a concern about a child in her care. This includes how to respond if children are exposed to extremist views and activities. The childminder attends regular training and understands the importance of keeping her knowledge and skills up to date. She is vigilant and supervises children well. She ensures that all doors are securely locked while minded children are present. This prevents intruders from entering, or children leaving the premises unsupervised.

What does the setting need to do to improve?

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

- encourage handwashing consistently to fully support children's good hygiene routines.

Setting details

Unique reference number	EY222018
Local authority	Somerset
Inspection number	10125512
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 8
Total number of places	6
Number of children on roll	15
Date of previous inspection	26 November 2014

Information about this early years setting

The childminder registered in 2002 and lives in Langport, Somerset. She operates from Tuesday to Thursday, 7.30am to 5.30pm, all year round. The childminder holds a qualification at level 3. She receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Petra Morgan

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 her evaluation of the setting.
- The childminder spoke to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector took account of the views of parents.
- The inspector looked at relevant documentation, including the paediatric first-aid certificate and evidence of the suitability of adult household members.

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

T: 0300 123 1231
Textphone: 0161 618 8524
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