

Childminder report

Inspection date:

6 September 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form strong bonds with the childminder who knows them well. She knows what motivates children and provides experiences that engage children in their learning. Children love sitting together to read a story. They are engaged and listen well. They are keen to find out what happens next and join in with repeated phrases, such as 'trip trap'. The childminder introduces new vocabulary, such as 'troll', which children use when revisiting the story independently. Children handle books carefully and point out their observations, developing good communication and language skills.

Children play nicely together. Older children show concern for their friends. For example, they notice, when a plaster falls off, that their friend has hurt their foot. This inspires children's imaginative play, and they choose the toy-medical equipment to explore their ideas further. Children learn new vocabulary, such as 'stethoscope', and copy the childminder's movements as she explains how each piece is used. Children begin to name and use in their play different parts of the body, building on their understanding.

Following the COVID-19 pandemic, the childminder understands the importance of providing younger children with opportunities to develop their social skills, and she regularly attends group activities. Children feel comfortable and safe within the setting. They engage the inspector in their chosen play. Children talk about the different pieces of jewellery they have put in their bag, noting their colour and shape. They show particular interest in the 'scales' on the back, demonstrating curiosity in how they change colour when they stroke them backwards and forwards.

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

- Since the previous inspection, the childminder has attended some training and held professional conversations to improve her knowledge on how to assess children's progress and plan activities to help children achieve. She now plans a range of experiences to build on children's learning and individual starting points. She considers children's interests and understands what children need to learn next to help them succeed.
- Children confidently explore the well-resourced home, making choices about their play. The childminder interacts well to encourage children's language development. She engages children in spontaneous conversations when they show interest in the magnifying glasses. She helps them recall what they know about bugs, asking them questions effectively to build their knowledge. However, the childminder does not extend children's knowledge even further, using available resources to help children see what the bugs look like and to

make comparisons.

- Children behave well and are polite. The childminder is consistent in her practice so that children understand behavioural expectations. She reminds children to share and take turns with toys. However, the childminder does not always help children resolve minor conflicts for themselves to help their understanding even further.
- Children learn to take responsibility for their play environment and help tidy up. For example, they recite the familiar chant and know they need to put toys away if they have finished with them before getting more out. On occasion, the childminder misses opportunities to help older children consider potential risk, such as why they need to remove high-heeled dressing-up shoes before standing on the stool.
- The childminder successfully meets children's care needs. There is good partnership with parents so that information is readily shared and updated. For example, the childminder gathers information from parents to support younger children as they begin to try new foods and explore different textures.
- Children keenly help in daily routines, such as fetching nappies and wipes ready for a nappy change. The childminder is respectful and talks with the children throughout so that they know what is happening next. Young children help themselves to wipes and know to clean their faces. They do so with a big smile, showing pride in their achievements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains an accurate record of children's attendance and understands the importance of monitoring absences. She has a good understanding of who may collect children, ensuring that children are released to known and authorised adults. The childminder has good knowledge of the possible signs that a child is at risk of harm. She understands her responsibility to report any concerns to appropriate agencies. The childminder uses her risk assessments appropriately to ensure children remain safe. For example, children do not use the garden at present as this has become overgrown and unsuitable for children to use.

What does the setting need to do to improve?

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

- use available props and resources to help consolidate children's understanding of the natural world
- help children resolve minor disagreements when sharing resources independently
- help older children to identify potential risks to help them keep themselves safe.

Setting details

Unique reference number	EY221536
Local authority	North Somerset
Inspection number	10197000
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	8
Date of previous inspection	18 May 2021

Information about this early years setting

The childminder registered in 2001. She lives in a residential area of Portishead, North Somerset. She provides care for children from Monday to Thursday, 8am to 5pm, throughout the year. The childminder has an NVQ level 3 qualification in childcare.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their day and plans the curriculum.
- Children spoke to the inspector about their time with the childminder.
- A sample of documentation was observed.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022