

# Childminder report

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Inspection date:

22 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

Children arrive at the childminder's home happy and excited to attend. They confidently begin choosing from a wealth of interesting and educational resources in the well-organised playroom. The childminder gets to know children's interests and needs very quickly. She sets out toys that meets the interests of young children who are new to the setting, to entice them in and to promote a positive start to the day.

Children make good progress in their learning. The childminder has a good understanding of how children learn, and she has clear intentions of how to support their development. Children concentrate very well during group activities. They show high levels of focus when finding cards with matching images on. Children are developing good social skills. They behave well and wait patiently for their turn during activities. Older children are keen to help those younger than themselves.

Children form strong emotional attachments to the warm and caring childminder. In response to the COVID-19 pandemic, the childminder has paid particular attention to supporting children to gain confidence when socialising in larger groups. She takes children on regular visits to childminding groups and remains close to the children, who can become overwhelmed, and provides them with reassuring cuddles.

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

- Children develop a love of reading. They delight in snuggling up to the childminder and listening to stories. The childminder reads well, using tone and volume effectively to keep their interest. Children enjoy counting how many pieces of fruit 'The Very Hungry Caterpillar' has eaten. They point at pieces of fruit as they count accurately.
- The childminder uses settling-in sessions effectively to gain a clear picture of children's care needs and developmental starting points. She uses observation and assessment effectively to monitor children's progress and to help her to identify what children need to learn next. She tailors activities well to meet children's individual developmental needs. For instance, the childminder sits with younger children during group games and provides clear instructions to support them in joining in.
- Children develop good communication and language skills. Overall, the childminder's teaching supports children's communication skills well. For instance, she provides a clear narrative during activities and introduces new vocabulary during games. Children enjoy chatting to the childminder as they play and during mealtimes. However, the childminder does not consistently

leave enough time for younger children to think and respond to her questions.

- The childminder manages children's behaviour well and in a positive manner. For instance, she explains to children why they must stay seated while eating and they respond well. She teaches them how to keep themselves safe. For example, she encourages young children to climb the steps on a small slide. Children learn to be kind to each other, and they enjoy helping the childminder to care for the family pets by feeding the tortoises.
- The childminder provides an inclusive environment. She uses books and discussions well to educate children and promote respect for cultures and families that are different to their own.
- Children are developing good levels of independence in preparation for the transition to school. Older children manage their personal care needs well and without support. However, the childminder does not support children to be as independent as possible. For example, she carries out tasks that children could practise for themselves, such as pouring their own water.
- Partnerships with parents are very good. Regular two-way communication ensures that children benefit from continuity in their learning and care. Parents report that they enjoy hearing their children singing songs at home that they have learned from the childminder.
- The childminder continually reflects on her provision and undertakes professional development opportunities to enhance her practice. Following training on outdoor education, the childminder provides opportunities for children to explore nature. For example, they visit local woodlands and collect pine cones and other natural resources to create collages and use in craft activities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues and her role in keeping children safe. She keeps her knowledge up to date through regular safeguarding training. The childminder uses secure electronic communication to keep children's information confidential and she teaches children how to use the internet safely. The childminder is vigilant to any signs that could indicate that a child is at risk of harm. She understands the procedures to follow to report any child protection concerns. The childminder provides a safe environment for children at home and on outings, where she teaches them about road safety.

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

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

- provide young children with more time to think and respond to questions, to support their communication and language development even further
- make the most of opportunities to support children to develop their

independence skills to the highest levels.

## Setting details

<b>Unique reference number</b>	118392
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10065068
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	1 July 2015

## Information about this early years setting

The childminder registered in 1997. She lives in Portishead, North Somerset. The setting is open from Tuesday to Friday, from 7.45am to 6pm, all year round. On Mondays, the childminder operates before school from 7.45am to 9am and then after school from 3pm to 6pm. The childminder receives funding to provide free early education for children aged two and three years. She holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Sarah Peacock

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and read their written testimonials and took account of their views.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.

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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