

Childminder report

Inspection date: 5 October 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming, friendly environment. Gradual settling-in procedures ensure that children feel emotionally secure and happy. Children become increasingly independent, as the childminder enables them to do as much as they can for themselves. She sensitively builds young children's confidence, offering support to enable them to achieve, until they can manage alone. Children eagerly help with the daily routines, such as cleaning the table for snack, laying the table and cutting their own fruit. The childminder's own enthusiasm provides a positive role model for children. They are highly inquisitive, are eager to solve problems and develop extremely positive attitudes to learning. Children enjoy an extensive range of activities and are keen to be involved. For example, with good support, they roll numbered conkers, in numerical order, down a drainpipe. They notice how some conkers roll further than others and discover this is because while some are round, others have a flat bottom.

Parents no longer enter the premises since the COVID-19 pandemic began. They confirm how well the childminder communicates with them and are extremely positive about the way she and her co-minder care for their children. Parents comment on the wide range of activities and outings provided and appreciate the advice they receive in supporting their children at home. Parents comment on how quickly their children catch up through successful support from the childminder.

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

- The childminder implements her curriculum effectively. She uses her good knowledge of each child's abilities to plan an exciting environment and activities, which supports their next stages of development. She and her co-minder plan good learning experiences using their local community. This enables children to develop a powerful sense of belonging as well as a positive awareness of people who help us, such as female police officers. The childminder makes effective use of technology for children to know where to gain further information. However, she does not use all opportunities to help children use books.
- Children are exposed to rich language experiences. The childminder understands the importance of children's language and communication skills on their future learning. She asks good open-ended questions and pays attention to their answers. The childminder increases children's vocabulary and uses songs and stories to help them remember. Children enthusiastically join in with actions and words to songs. The childminder gives children the opportunity to choose the songs they want. However, she has not considered ways to enable quieter children to voice their opinion.
- The childminder supports children effectively with managing their personal needs. They confidently wash their hands before eating and wash their hands

and face afterwards. The childminder provides good support for children to understand the importance of healthy eating, caring for their teeth, drinking plenty of water and having daily exercise. She helps them to notice the impact exercise has on their body, such as feeling their heart race and noticing they are hot.

- Children are exceptionally well behaved. The childminder has high expectations, so children have impeccable manners. They are very inquisitive and show an eagerness to learn. Children are proud of their achievements and willing to keep trying to develop new skills. For example, young children show pleasure in being praised for putting their chair away. They carry it safely but struggle with stacking it on top of others. The childminder gives clear instructions and enables them to learn what to do, so next time they are eager to try again.
- The childminder and her co-minder work well together to meet children's learning and care needs. They use effective strategies to support each other and evaluate their practice. For example, they observe each other's quality of teaching and provide feedback on ways to improve. They have looked at ways to further extend children's mathematical development, such as using cooking activities or numbers and shapes as they play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding procedures. She knows what to be aware of, including wider aspects, and who to report concerns to if a child is at risk of harm. The childminder knows how to assess risks so that children can play in a safe environment, on and off the premises. She teaches children the importance of keeping themselves safe. The childminder follows correct procedures if an allegation is made and understands her responsibility to report this to the local authority designated officer and Ofsted.

What does the setting need to do to improve?

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

- develop ways of helping younger children to voice their opinions in group activities
- extend children's understanding of how books are used for information.

Setting details

Unique reference number	EY462215
Local authority	Somerset
Inspection number	10236172
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	0 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	10 October 2016

Information about this early years setting

The childminder registered in 2013 and lives in Bishops Lydeard, Somerset. She works with her mother, who is also a registered childminder. The childminding service operates from 7.30am to 6pm, Monday to Thursday, throughout the year. The childminder provides free early education for children aged three years. She 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 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 spoke to the inspector about children's learning, and the inspector observed the interactions between the childminder and the children, indoors and outdoors.
- The inspector spoke with the childminder at convenient times and assessed the effectiveness of safeguarding and care procedures.
- The inspector carried out a joint observation with the childminder, on a planned activity led by her co-minder, to discuss the impact on children's development.
- The inspector took account of parents' written feedback and spoke with the children, taking account of their views.

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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