

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

Children are happy and secure in the childminder's home. They are confident, understand the routines and enjoy taking responsibilities. For example, when they know it is snack time, older children help to carry the small table and young children get their chairs. Even young children are eager to help tidy up afterwards, developing their physical skills successfully. As children play in the well organised environment, the childminder provides effective support to move their learning on. For example, they learn the names of dinosaurs, and that herbivores eat plants and carnivores eat meat. Older children confidently name instruments in an orchestra, such as cello, oboe and clarinet. Children clearly demonstrate their enjoyment of learning. They listen to stories with enthusiasm and have excellent attitudes to having a go at new ideas and skills. The childminder helps children to make links across their learning. For example, they listen to a story about pumpkin soup, play with the resources to recall what happened and later make soup. This helps children to remember planting seeds, what they had to do to look after them, and cooking and eating the product. Parents do not enter the premises since the COVID-19 pandemic. They all comment on the childminder's sensitive settling-in procedures, confirming how happy their children are to attend.

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

- The childminder works closely with her co-childminder to plan their curriculum effectively. They get to know each child well and monitor their progress to know what they can do and what they need to be learning next. The childminder has a good understanding of embedding children's prime areas of learning to underpin all their development further. She quickly identifies when children may need additional support to catch up and seeks outside help where needed.
- The childminder provides good support for children's language and communication skills. She engages older children in good discussions and helps them to recall previous learning. For example, children confidently explain that a cucumber is a fruit because it has seeds inside. She extends their vocabulary, such as finding out the correct name for sycamore seeds, when children call them 'helicopters'. However, on occasions, the childminder does not give young children enough time to think and respond. When older children interrupt, she does not always encourage them to know it is not their turn to speak.
- Children's behaviour is exemplary. The childminder is an excellent role model, so children are polite, understand her high expectations and learn to manage their emotions successfully. Children are excited by the activities, so they are eager to explore and become engrossed. They develop highly positive attitudes to learning, which ensures they go to school enthusiastic to continue their development.
- Children develop a good understanding of having a safe and healthy lifestyle.

The childminder consistently supports children in hygienic practices and understanding the importance of healthy eating, for their growth and teeth. The childminder carries out hygienic nappy-changing procedures and children use individual towels to dry their hands. Children learn about road safety and managing appropriate risks on outings. However, she does not use all opportunities, as they arise, to extend children's awareness further.

- Partnerships with parents are a strength of the setting. The childminder works closely with parents to ensure they share good information so that they are consistent in meeting children's needs. Parents confirm that they are grateful for the quick and effective support their children receive, especially when there are developmental concerns. Parents know what the childminder is currently supporting their children with, enabling them to do the same at home.
- The childminder continues to evaluate her practice, and with her co-childminder they monitor the quality of their provision. They attend training and review their practice to keep developing their provision to benefit the children. For example, after auditing the curriculum for physical development, they now plan daily activities for indoors as well as outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of all aspects of safeguarding children. She has regular training and uses aide-memoires to keep her knowledge up to date. She knows what to do in the event of a concern and has made appropriate referrals when required. The childminder implements her policies and procedures well to keep children safe. She carries out good daily risk assessments to identify any hazards and takes effective action to minimise risks to children. The childminder keeps required documentation to protect and promote children's welfare.

What does the setting need to do to improve?

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

- give young children enough time to think and respond to questions, and help older children to know when to listen to others
- support older children in assessing risks for themselves, to extend their understanding of safe practices further.

Setting details

Unique reference number	EY458281
Local authority	Somerset
Inspection number	10236076
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	5
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 daughter, who is also a registered childminder. The childminding service operates from 7.30am until 6pm, Monday to Thursday, all year. The childminder receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Elaine Douglas

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 provider and has taken that into account in their evaluation of the provider.
- The childminder discussed her curriculum intent, and the inspector observed the quality of education and assessed the effectiveness of safeguarding and care procedures.
- The inspector observed the interactions between the childminder and the children. The inspector spoke with the childminder at convenient times.
- The inspector carried out a joint observation with the childminder of a planned activity led by her co-childminder, 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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