

Childminder report

Inspection date: 17 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	Outstanding
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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 arrive ready and eager to play. The childminder welcomes them calmly into his home and helps them to settle well. Children are extremely considerate of others, helping them find toys and sharing well. The childminder is on hand to offer suggestions and support children. Gentle reminders to put books they are not reading back on the shelf so they do not get stood on help children care for the resources.

The childminder provides 'real' experiences for the children. They go on lots of outings and have natural resources to play and learn with in the setting. At rhyme time, the childminder plays his guitar for the children as they choose the different animals they want to pretend to be. The childminder creates the rhymes to match what the children choose. He has musical instruments, such as a piano, as well as percussion instruments and teaches children how to play them.

Partnership with parents is strong. The childminder shares 'playlists' of the songs and rhymes he uses with the children so that parents can sing them at home with the children. Parents comment that their children love coming here.

Children learn about being healthy. They grow and harvest their own fruit and vegetables in the garden. They use these in cooking activities and meals. They help prepare their food and learn about healthy food choices.

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

- The childminder provides innovative and exciting additions to activities that encourage children's participation. For example, children are fascinated by the soundtracks that play alongside the pretend play worlds for the farm and dinosaurs. The children talk eagerly about the sounds, matching them to the different dinosaurs. The childminder asks questions and joins in the talk. He encourages the children to tell him what dinosaur they think makes which noise. Children match a loud, deep sound to the large T-Rex toy.
- The childminder uses the local area to provide a rich set of experiences to broaden the learning and development opportunities for the children he cares for. He meets with other childminders to go on outings, such as regular visits to the nearby farm. Children get to see and feed the different animals and talk with the farmer about what he does. The childminder has also started an 'Explorers' group on a Friday morning. As well as regular visits with all children to the woodland, lakes and parks, he includes visits for the older children to museums, caves and the nearby suspension bridge. Here the children can explore, use different tools and learn about the natural world. The childminder makes mini videos of these outings to share with parents and children. Children are closely

involved in their wider community and develop a superb respect and understanding of others.

- The childminder makes regular assessments of children's progress. He shares this with parents through online systems and photos. The childminder identifies when children might need extra support. He seeks help from relevant professionals and talks with parents about how they can help children at home. Sometimes, the childminder does not use what children know and can do to support his plans for their development. He provides plenty of different experiences but does not always effectively link these to what children need to learn next.
- Children's behaviour is superb. They are kind and considerate to others, helping them find their shoes when going outdoors. They wait patiently for everyone to be ready. The childminder is an excellent role model. He encourages children to take control, manage risks and become independent. Children know the different parts of the daily routine. They know to wash hands before eating and use 'please' and 'thank you' without prompting when they want something.
- Children eagerly join in with group times for mathematical concepts, such as 'what's in the box?' The childminder uses questions to help the children identify different shapes. He counts the number of sides the shapes have and praises children for recognising square and circle. Children mirror the actions of the childminder, counting the sides of the shapes and use fingers to show how many they find. Children show amazing motivation and concentrate for prolonged periods of time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding. He knows how to record and refer any concerns he may have about children's well-being or if there are allegations about himself or any member of his household. He attends training to maintain his knowledge of keeping children safe, including safeguarding courses and paediatric first aid. The childminder carries out risk assessments for outings to make sure he minimises or eliminates any hazards. He talks with children about keeping themselves safe such as making sure they listen to safety rules and stay where they can see him when out and about.

What does the setting need to do to improve?

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

- make sure that planning consistently builds on what children know and can do, to extend their learning and development

Setting details

Unique reference number	EY458071
Local authority	North Somerset
Inspection number	10236067
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 6
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 November 2016

Information about this early years setting

The childminder registered in 2013 and lives in Congresbury, North Somerset. The childminder offers care from 8am to 5.30pm, Monday to Thursday, and from 8am to 12pm on Friday, throughout the year.

Information about this inspection

Inspector

Anita McKelvey

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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